



Prairiewood High School



Year 7 Assessment Schedule 2025

CONTENTS

School Assessment Procedures	3-5
English.....	6
Geography	7
Mathematics	8
Personal Development / Health / Physical Education	9
Science.....	10
TAS	11
Visual Arts	12
Assessment Task Extension Application	13

THE PURPOSE OF ASSESSMENT

Assessment procedures provide an indication of a student's attainment over a wide range of syllabus outcomes. Assessment covers the whole course in each subject, including knowledge, understanding, skills and processes and takes place at key points in the learning cycle. Students will receive feedback after having completed the assessment activities, which will be used for the next phase of learning. Assessment activities may be formal (e.g. semester examinations, common year task, assignment/research tasks) or informal (eg class test, topic test, in class task).

THE ASSESSMENT SCHEDULE BOOKLET AND TIME FRAME

This assessment booklet provides you with the type of task, anticipated areas of learning to be assessed and weightings. Use a diary or calendar to record assessment tasks to assist you in managing and completing these tasks. If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

ATTENDANCE

Attendance at all timetabled classes is compulsory, especially on the day an assessment task is to be submitted or completed. Students must have an authorised reason to be absent from school, and a written note must be supplied by the parent/carer to explain any absence. This must be shown to their teacher before submitting the note to their roll call teacher. Whenever students are absent from school, it is **their responsibility** to ensure that they know what work / assessment notification has been missed and to catch up with that work.

SUBMISSION OF TASKS

For assessment tasks which are completed outside the classroom, all tasks are to be submitted by the designated day and time (as per teacher notification).

Tasks submitted after the designated time are late unless there are exceptional circumstances. Failure to submit a task by the designated time will result in:

- A mark deduction of 10% per school day may apply to all late tasks
- This penalty will be followed by a formal faculty letter to parents
- All tasks must be submitted, even if the task is awarded 0%.

EXTENSIONS TO DUE DATES OR SPECIAL CONSIDERATION

An extension of time for completion of tasks may only be granted by the appropriate Head Teacher. (See attached)
Students must apply well before the due date of the task. If your extension is not granted, you must submit the task by the due date.

PRIOR KNOWLEDGE OF ABSENCE

Where a student has a clash between an assessment task and another school activity, the student **must** notify the relevant Head Teacher and submit the work before the due date.

ABSENCE DUE TO ILLNESS / MISADVENTURE

Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are exceptional circumstances (and only after consultation with the appropriate Head Teacher). Students are advised to complete all tasks to the best of their ability and advise the school immediately if circumstances will prevent them from doing so.

TECHNOLOGY AND ASSESSMENT TASKS

Technology failure is not, in itself, a valid reason for failure to submit an assessment task. It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. To minimise problems in relation to technology, students should adhere to the following protocols:

- When working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (eg. USB drive)
- When working at school, save the latest version of your work to your personal files on the school server
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school
- Check the compatibility of your home software with the school's technology
- Save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on an external portable storage media.

SPEAKING TASKS

Students must be ready to present Speaking Assessment Tasks on the specified due date. Students must show their teacher concrete evidence that the task has been completed on time. (eg: palm cards, copy of speech/presentation, etc)

ZERO MARKS

A zero mark will be awarded when a student:

- Does not attempt a task (non-attempt)
- Does not make a serious attempt at the task (non-serious attempt)
- Is found to be involved in malpractice

In such cases, this will be placed in the school records and parent/carers will be notified.

MALPRACTICE IN ASSESSMENT TASKS

Any student found involved in malpractice in completing an assessment task will be awarded a mark of zero for that task. Malpractice includes, but is not limited to:

- Cheating OR Attempting to cheat OR Assisting others to cheat
- Copying someone else's work in part or in whole, and presenting it as their own
- Using material directly from books, journals, CDs or the internet without reference to the source
- Submitting work to which another person (eg, parent, subject expert) has contributed substantially
- Paying someone to write or prepare material
- Distracting other students from their work during an assessment task
- Disrupting the assessment task or exam in any way
- Breaching school examination rules
- Using non-approved aides during an assessment task
- Contriving false explanations to explain work not submitted by the due date.

The decision with regard to malpractice having occurred will be taken by the class teacher in consultation with the appropriate Head Teacher.

NATIONAL ASSESSMENT PROGRAM

Year 7 students will sit for four external assessment tests as part of NAPLAN (National Assessment Program for Literacy and Numeracy). The purpose of these tests is to assess the literacy and numeracy performance of Year 7 students.

The results of these tests will be reported to schools, students and parents using a common reporting scale with performance bands in reading, writing, language and numeracy.

Students will sit four tests:

- Writing – 42 minutes
- Reading – 65 minutes
- Conventions of Language – 45 minutes
- Numeracy – 65 minutes

In 2025, the NAPLAN tests will be online and carried out at school between **12th - 24th March**.

Specific dates within this window will be published in 2025.

ENGLISH

Year 7	Task 1	Task 2	Task 3
Due Date	Term 1 Week 6	Term 2 Week 9	Term 3 Week 9
Task Type	Reading	Multimodal and Reflection	Writing and Reflection
Name of Unit	Jump into PHS We Can Be Heroes (short stories)	Close Study of a Novel (<i>Community</i>) OR Critical Study of a Novel (<i>Selective</i>)	Genre-ius Explorers (Introduction to Genre) Poetry and Film
Unit Overview	Students will examine a range of texts through the concept of how heroes are represented in literature.	Students will learn about how narratives are shaped through the novel form.	Students will learn about the conventions of Genre.
Total Weighting	20%	40%	40%
Outcomes Assessed	EN4: URC-01, URA-01, URB-01	EN4: ECA-01, ECB-01, URB-01	EN4: URA-01, URB-01, ECB-01

GEOGRAPHY

Year 7	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1 Week 8	Term 2 Week 5/6	Term 3 Week 5/6	Term 4 Week 4/5
Task Type	Geography Class Test	Research Task	Research Task	Yearly Examination
Name of Unit	Geographical concepts, skills and tools	Landscapes & Landforms	Place & Liveability	Place & Liveability, Water in the World, and Interconnection
Unit Overview	Students examine geographical data and other information using qualitative and quantitative methods.	Students make enquiries into landscapes and landforms using examples from Australia and throughout the world.	Students discuss factors that influence people's perceptions of the liveability of places.	Students examine water as a resource, the availability of water and the processes that shape the environment. Students examine geographical data and information.
Total Weighting	10%	25%	25%	40%
Outcomes Assessed	GE4-1, GE4-7, GE4-8	GE4-1, GE4-2, GE4-3	GE4-1, GE4-2, GE4-3	GE4-1, GE4-7, GE4-8

MATHEMATICS

Year 7	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1 Week 9	Term 2 Week 5	Term 3 Week 9	Term 4 Week 4
Task Type	In Class Test	In Class Test	In Class Test	Assignment (15%) & Validation Test (10%)
Name of Unit	Representing Number Focus areas: ➤ Computation with integers ➤ Fractions, decimals and percentages ➤ Algebraic techniques ➤ Linear relationships	Additive Thinking & Making Predictions Focus areas: ➤ Computation with integers ➤ Fractions, decimals and percentages ➤ Algebraic techniques ➤ Probability	Multiplicative Thinking, Algebra & Equations, Angle Relationships, Triangles and Quadrilaterals, Making Decisions Focus areas: ➤ Computation with integers ➤ Fractions, decimals and percentages ➤ Algebraic techniques ➤ Indices ➤ Angle relationships ➤ Properties of geometrical figures ➤ Data classification and visualisation	Constructing Prisms I and Length & Area Focus areas: ➤ Length ➤ Area ➤ Volume ➤ Ratios and rates
Unit Overview	Students will complete an In Class test and demonstrate their ability to: • Compare and order integers, fractions, decimals and percentages, algebraic terms and expressions • Consider the equivalence between different representations of numbers and the structural elements of numbers that form quantity • Plot and identify points on the Cartesian plane.	Students will complete an In Class test and demonstrate their ability to: • Add and subtract with integers, fractions, decimals, percentages • Apply the laws of arithmetic to algebraic terms and expressions • Solve problems involving simple chance experiments.	Students will complete an In Class test and demonstrate their ability to: • Apply the four operations to integers, fractions, decimals, percentages and algebraic terms • Apply their understanding of index notation, powers and roots • Apply the laws and properties of arithmetic to algebraic terms and expressions • Identify and apply angle relationships and properties of geometrical figures to solve problems • Classify and display data using a variety of graphical representations.	Students will complete an Assignment and Validation Test to: • Apply knowledge of length, perimeter and circumference to solve problems • Apply knowledge of area involving triangles, quadrilaterals and circles to solve problems • Apply knowledge of volume involving right prisms and cylinders to solve problems • Solve problems involving ratios and rates • Create algebraic expressions and evaluate them by substitution • Use technology effectively to solve problems and communicate their mathematical thinking.
Working Mathematically	Students will develop understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.			
Total Weighting	15%	25%	35%	25%
Outcomes Assessed	MAO-WM-01, MA4-INT-C-01, MA4-FRC-C-01, MA4-ALG-C-01, MA4-LIN-C-01	MAO-WM-01, MA4-INT-C-01, MA4-FRC-C-01, MA4-ALG-C-01, MA4-PRO-C-01	MAO-WM-01, MA4-INT-C-01, MA4-FRC-C-01, MA4-ALG-C-01, MA4-IND-C-01, MA4-ANG-C-01, MA4-GEO-C-01, MA4-DAT-C-01, MA4-DAT-C-02	MA4-LEN-C-01, MA4-ARE-C-01, MA4-VOL-C-01, MA4-RAT-C-01,

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

Year 7	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1 Week 10	Term 2 Week 2	Term 2 Week 10	Term 4 Week 1
Task Type	Theory Creative Writing Assessment Task	Practical Movement Sequence Assessment Task	Theory Topic Test	Practical FMS Assessment Task
Name of Unit	Positive Relationships	Movement Sequence	Puberty	Fundamental Movement Skills
Unit Overview	Students explore the qualities of caring and respectful relationships, and how they can be developed and maintained in a variety of contexts in their lives. They investigate important concepts such as rights and responsibilities in relationships, recognising abuse, power in relationships and protective strategies.	This practical unit provides students with an introductory understanding of the skills required in dance. Students will be provided with opportunities to learn how their body moves, how to control their body and how to be safe whilst doing so, through learning various social dances and creating their own.	Students will sit a topic test regarding personal development	Students will learn and refine fundamental movement skills in a range of game contexts. Students will participate in a variety of movement activities to demonstrate and refine their fundamental movement skills in areas of kicking, running, dodging, throwing and catching.
Total Weighting	25%	25%	25%	25%
Outcomes Assessed	PD 4-1, PD4-2, PD4-3	PD4-4, PD4-10	PD4-1, PD4-2, PD4-3, PD4-6, PD4-9	PD4-5

SCIENCE

Year 7	Task 1	Task 2	Task 3
Due Date	Term 2 Week 4	Term 3 Week 8	Term 4 Week 3/4
Task Type	Skills and Knowledge Assessment	Practical Task and Secondary Source Investigation	Yearly Examination
Name of Unit	Curiosity, Wonder and Questioning, Cells Classification and Living Things	Mixtures	Nature of matter, Mixtures and Forces
Unit Overview	Students learn laboratory safety and basic skills as well as basic data analysis. The building blocks of life and the classification of living things	The nature of substances and separation techniques	States of matter, Forces in nature and the importance of renewable and non-renewable resources
Total Weighting	40%	30%	30%
Outcomes Assessed	SC4-4WS, SC4-5WS, SC4-7WS, SC4-9WS, SC4-14LW, SC4-15LW	SC4-4WS, SC4-5WS, SC4-6WS (optional), SC4-7WS, SC4-9WS	SC4-7WS, SC4-9WS, SC4-10PW, SC4-16CW, SC4-17CW

TECHNOLOGY AND APPLIED SCIENCES (TAS)

Year 7	Task 1	Task 2	Task 3
Due Date	Term 2 Week 3	Term 3 Week 6	Term 4 Week 5
Task Type	Project 1	Project 2	Project 3
Name of Unit	Food Technologies	Digital Technologies	Agriculture Technologies
Unit Overview	Students develop knowledge and understanding of the production, processes, selection and preparation of food in Australia.	Students are encouraged to recognise, ethically use and design code to program a microprocessor-powered robot.	Students develop knowledge and understanding of the production, processes, selection and preparation of Agricultural products in Australia.
Total Weighting	33%	34%	33%
Outcomes Assessed	TE4: 1DP, 2DP, 3DP + Contextual Outcomes*	TE4: 1DP, 2DP, 3DP, 4DP + Contextual Outcomes*	TE4: 3DP, 5AG, 6FO, 10TS + Contextual Outcomes*

A design and production folio may include ideas, sketches, drawings, experimentation, samples, research, photographs, details or construction and evaluation. These may be presented in a notebook, printed booklet, display folder, digital presentation, online record (blog) or a combination of these to provide evidence of the design and production process.

** Depending upon the Unit of Work chosen the students will experience and be assessed on a number of outcomes. Due to resource limitations, all three units of work will operate at the same time with classes divided evenly between each of the three units. Classes will move from one to another unit of work approximately every 13 weeks, allowing them to cover all three technology contexts during the course of a school year. Semester two Report Outcomes will all include general outcomes T4-10TS and T4-3DP but may also include other outcomes that specifically address knowledge and skills taught in earlier units of work.*

VISUAL ARTS

Year 7	Task 1	Task 2	Task 3	Task 4
Due Date	Term 2 Week 2	Term 2 Week 3	Term 4 Week 6	Term 4 Week 2/3
Task Type	Practical Task 1 2D Abstract Mixed Media Design Task	Practical Task 2 3D Clay Task + Photogram Bookmark	Practical Task 3 Portraiture (Cubist Painting / Pop Art Lino Printing Unit)	Yearly Examination and Submission of VAPD
Name of Unit	<u>INTRODUCTION TO THE ELEMENTS AND PRINCIPLES OF ART</u> 'Abstracted Tonal and Linear Design Unit'	<u>rites, rituals and traditions</u> '3D Clay Unit + B&W Tattoo Design Photogram Bookmark'	<u>CUBISM + POP ART</u> 'Painting + Printmaking Unit'	<u>CRITICAL / HISTORICAL COMPONENT</u> 'In-Class Formal Written Examination + Submission of Visual Arts Process Diary'
Unit Overview	Students will learn about the Elements of Art, (Colour, Line, Shape, Tone and Texture) to create an A4, 2D artwork (20cm x 25cm) that explores a variety of mediums and techniques reflecting the elements of art. Teacher sourced pictures of various linear imagery of objects, nature and animals will be used as the inspiration for designs.	Students will learn about the cultural diversity within various Indigenous and tribal societies. They will learn about traditional and contemporary Aboriginal art practice and make a 3D clay mask that utilises African designs. If time permits, Pacific Islander tattoo designs will be explored to make a tattoo photogram bookmark using traditional wet darkroom photography techniques.	Students will learn about the Modernist art era, specifically the Cubist movement which examines the commencement of abstraction, and the Pop Art movement which examines popular culture within our contemporary world. Critical and historical studies will focus on the revolutionary period of Modernism, along with the experimental movements that led to significant changes in the artworld. They will also learn about the mass media and consumerist ideals of the 1950's which influenced the Pop Art movement. Students will investigate colour theory, Cubist painting conventions and lino printing methods. Self-portrait images taken by the teacher will be used as the inspiration for designs.	90-minute exam comprising multiple choice, fill in the blanks, short answer and extended responses to assess knowledge of theoretical content explored throughout the year. Visual Arts Process Diary to be submitted for marking.
Artmaking	20%	20%	20%	
VAPD – Theory and Artmaking				10%
Critical / Historical (Theoretical) Component				30%
Total Weighting	20%	20%	20%	40%
Outcomes Assessed	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10



PRAIRIEWOOD HIGH SCHOOL

Years 7 – 10 APPLICATION FOR ASSESSMENT TASK EXTENSION

Student's Name:	
Teacher's Name:	
Subject/Year Group:	
Head Teacher's Name:	
Assessment Piece/Type:	
Reason for Extension: (attach parent letter or supporting evidence if appropriate)	
Original Due Date:	
Date of Application:	
HT Approved:	Yes ☐ No: ☐ (If NO provide brief statement in comment section below)
Negotiated New Date:	
Comments/ Notes/ Instructions to Classroom Teacher:	

Head Teacher Signature: _____

Date: ____ / ____ / ____

Important Note: *The submission of this form does not guarantee that an extension will be granted*