



YEAR 7

ASSESSMENT BOOKLET

2026



Dear students, parents and caregivers

Assessment is a continuous process of assessing the skills and knowledge gained and applied during your child's learning program.

We encourage every student to enjoy their learning and the assessment tasks set, as all build knowledge and skills for their lives ahead.

We encourage families to discuss assessment tasks and to celebrate the learning achieved through the experience.

Planning for assessments is an important skill for students in maturing and developing responsibility for their learning progress.

We recommend families read the booklets carefully, and plan for the year ahead to avoid tasks piling up or being missed.

Support is available for students where needed. Students and parents are advised to contact the teacher, Year Advisor or Learning and Support team when issues emerge. Early intervention and support is powerful in ensuring confidence and motivation is maintained.

It remains true that regular attendance and reading at home as well as at school, are important foundations for success in learning and assessments.

We wish all our students the best for their assessment programs.

Cassy Norris
Principal

Ashleigh Baso
Head Teacher Secondary Studies.



Junior Assessment Policy Years 7-9

Penalty for Non-submission

If a student does not submit an assessment task or is not present for a test/practical task, they will incur:

Years 7 and 8 - 10% penalty of the student's mark per school day. After five days, a student will receive a zero mark. Tasks will not be returned to students within this 5-day submission window if there are any students who have not submitted their tasks.

Appeals/Extensions

Possible reasons for appeals:

- Illness
- Misadventure
- Engaging in school activities

Students are to make appeals directly to their classroom teacher:

- ❖ School activities - verbally notify your classroom teacher **before** the due date and arrange for another time to submit the task or sit the test.
- ❖ Illness / Extensions - note from your parents to be given to your classroom teacher. Extensions cannot be requested on the day a task is due. This should be done days in advance.

Successful appeals will not attract a penalty.

Late submissions are to be handed to your class teacher and will be date-stamped as a late submission.

Using Technology

Using a computer

A student who uses a computer to produce an assessment task must:

- ✓ print out a draft at least one day prior to the due date
- ✓ keep all handwritten notes
- ✓ Keep all versions of the tasks (best practice to share this with your teacher as evidence of students own work)
- ✓ attach their work to the appropriate post on the selected 'online platform' (such as Google classroom).

Excuses such as:

- viruses
- hardware or software failure (at school or home)
- incompatibility of software versions (eg. between home and school)

will not be accepted for failure to submit an assignment on time.

Technological Failure

In the advent of a computer problem a student must:

- bring all of the above on the day the assignment is due
- bring an Assessment Task Appeal form applying for a college-based dispensation, and present the completed form to the Head Teacher faculty before the first lesson on the day the assignment is due
- understand that the mark will be based on the material presented on the day (i.e. new material can not be introduced).



Using Generative AI

Ryde Secondary College is committed to fostering a safe, inclusive, and respectful learning environment. The use of generative AI tools must reflect these values. Students are responsible for their own actions and are expected to use AI ethically, safely, and with integrity. The use of generative AI tools must reflect these values. All AI use must align with the school's expectations for academic honesty, wellbeing, and respectful conduct. Misuse of AI tools, including bullying, plagiarism, or misrepresentation, will be addressed in accordance with school policies.

Students are expected to:

1. **Be responsible** - You are accountable for how you use AI. Don't rely on it to make decisions for you.
2. **Keep it safe** - AI tools must not be used in ways that could cause harm to oneself or others, including emotional, psychological, or reputational harm.
3. **Value diverse perspectives** - Students are encouraged to use AI to explore a range of viewpoints, cultures, and ideas not only those that reinforce their own biases or assumptions.
4. **Respect human dignity** - AI must never be used to bully, stereotype, discriminate, or disrespect individuals or groups. All engagement with AI must uphold the dignity and rights of others.
5. **Use trusted tools**: Only use AI tools that your school has approved or recommended.

These expectations apply to all AI use in learning, assessment, and communication. Breaches will be addressed in accordance with the school's wellbeing, inclusion, and academic integrity procedures.

Ryde Secondary College uses a **five-tier model** to guide ethical AI use:

Tier	Description	Permitted AI Use	Student Requirements
Tier 0	AI-Prohibited Tasks	No AI use permitted	Declaration of authenticity; annotated drafts and process logs required
Tier 1	AI-Supported Learning	Grammar, spelling, summarising, brainstorming	No formal attribution; teacher may prompt reflection
Tier 2	AI-Guided Drafting	Rewording, outlining, idea expansion	Clear attribution; annotation of AI contributions, editing logs, version reports
Tier 3	AI-Integrated Assessment	AI as source, stimulus, or critique	Detailed attribution; reflection on reliability, bias, and limitations, editing logs and evidence of prior/engagement in learning
Tier 4	AI-Collaborative Creation	Co-development of artefacts (e.g. scripts, designs)	Full disclosure; iterative evidence of student decision-making, editing logs, evidence of prior/engagement in learning

Assessment tasks will explicitly state what level of AI is allowed. It is assumed any Assessment that does not mention a tier is automatically a Tier 0

Students must adhere to the school's AI permissions model when completing assessment tasks. This includes:

1. **Following task-specific AI permissions:** tasks may fall under different tiers of AI use, from prohibited to collaborative. Students must comply with the expectations outlined for each tier.
2. **Providing process evidence when required:** where AI use is restricted, students are required to submit annotated drafts, planning documents, and process logs to verify authorship.
3. **Acknowledging AI contributions transparently:** where AI use is permitted, students must clearly acknowledge all contributions, including the tool used, date of use, and purpose. They must also reflect on the ethical implications of their engagement.
4. **Engaging meaningfully in prior learning:** failure to engage in classwork, drafting, or formative activities may be considered as an indicator of potential AI misuse in an Assessment. Teachers may request additional evidence to confirm authenticity.

Malpractice/ Collusion/ Plagiarism

While the college understands that technology is evolving students must understand that its improper use in assessment is identified as Collusion. This is when a student improperly uses AI to produce work meant for individual assessment. This includes:

- Submitting AI-generated answers as if they were their own work
- Submitting work significantly created by AI as if they were their own work
- Using AI tools without permission or acknowledgement

If a student is suspected of Malpractice they will be referred to the Head Teacher for investigation. It falls to the Student to demonstrate that all unacknowledged work is entirely their own through the provision of evidence such as drafts and version histories. Each malpractice case is investigated on its merits, considering all the issues, in order to arrive at a fair conclusion.

Where student conduct constituting malpractice has been established, a penalty may be imposed appropriate to the seriousness of the offence. Separate disciplinary actions may also be imposed aligned to the Colleges disciplinary policy. In exceptional circumstances, the school may decide to administer a substitute assessment task.



Reporting -

After Assessment Task

After Each Assessment Task teachers will provide information to students, which will show their performance relative to each other on a specific task.

The student will receive a rank specific to the task.

Each student should receive clear feedback on their performance. This advice should indicate:

- the student's attainment in the task relative to the outcomes
- the student's relative position within the school group.

Formal Reports

Formal College reports will be issued by the College at a point midway through the course and at the completion of the course. These reports will provide a comment focused on individual learning progress and what can be done to support learning growth.

The report will also feature a cumulative rank and a course grade.

The course grade is determined by performance in tasks and teacher professional judgement aligned to the Common Grade Scale and subject specific course descriptors as prescribed by NESAs.

The scale describes performance at each of the 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.

ENGLISH

Syllabus: English K–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Task 1 TED Talk Composition	In-class Oral Presentation	EN4-ECA-01 EN4-ECB-01 EN4-URA-01	30%	Term 1, Week 6
Task 2 Extended Analytical Response	In-class	EN4-URA-01 EN4-URB-01 EN4-ECA-01	30%	Term 2, Week 7
Task 3 Examination – Reading Task and Extended Reflective Response	In-class	EN4-URB-01 EN4-RVL-01 EN4-ECB-01	40%	Term 3, Week 8
Formative Task	Teacher discretion	EN4-URC-01 EN4-URB-01 EN4-ECA-01	0%	Teacher discretion

Outcomes:

EN4-RVL-01	uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
EN4-URA-01	analyses how meaning is created through the use of and response to language forms, features and structures
EN4-URB-01	examines and explains how texts represent ideas, experiences and values
EN4-URC-01	identifies and explains ways of valuing texts and the connections between them
EN4-ECA-01	creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
EN4-ECB-01	uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

GEOGRAPHY

Students will engage in Geography for 1 Semester only. Students will study History in the alternate Semester

Syllabus: Geography K–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Task 1	Landscapes & Landforms and skills test	GE4-1 GE4-2 GE4-7 GE4-8	50%	Sem 1 - Term 1, Week 10 Sem 2 - Term 3, Week 10
Task 2	Place & livability and skills	GE4-3 GE4-4 GE4-5 GE4-6	50%	Sem 1 - Term 2, Week 4 Sem 2 - Term 4, Week 4

Outcomes:

GE4-1	locates and describes the diverse features and characteristics of a range of places and environments
GE4-2	describes processes and influences that form and transform places and environments
GE4-3	explains how interactions and connections between people, places and environments result in change
GE4-4	examines perspectives of people and organisations on a range of geographical issues
GE4-5	discusses management of places and environments for their sustainability
GE4-6	explains differences in human wellbeing
GE4-7	acquires and processes geographical information by selecting and using geographical tools for inquiry
GE4-8	communicates geographical information using a variety of strategies

HISTORY

Students will engage in History for 1 Semester only. Students will study Geography in the alternate Semester

Syllabus: History K–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Task 1	Museum Curation Task	HT4-1 HT4-3 HT4-6 HT4-8 HT4-10	60%	Sem 1 - Term 1, Week 9 Sem 2 - Term 3, Week 8
Task 2	Exam	HT4-1 HT4-2 HT4-3 HT4-4 HT4-7	40%	Sem 1 - Term 2, Week 6 Sem 2 - Term 4, Week 4

Outcomes:

HT4-1	describes the nature of history and archaeology and explains their contribution to an understanding of the past
HT4-2	describes major periods of historical time and sequences events, people and societies from the past
HT4-3	describes and assesses the motives and actions of past individuals and groups in the context of past societies
HT4-4	describes and explains the causes and effects of events and developments of past societies over time
HT4-5	identifies the meaning, purpose and context of historical sources
HT4-6	uses evidence from sources to support historical narratives and explanations
HT4-7	identifies and describes different contexts, perspectives and interpretations of the past
HT4-8	locates, selects and organises information from sources to develop an historical inquiry
HT4-9	uses a range of historical terms and concepts when communicating an understanding of the past
HT4-10	selects and uses appropriate oral, written, visual and digital forms to communicate about the past

MATHEMATICS

Syllabus: Mathematics K–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Task 1	Semester 1 Examination	MAO-WM-01, MA4-INT-C-01, MA4-FRC-C-01, MA4-ALG-C-01	30%	Term 2, Week 4
Task 2	Project	MAO-WM-01, MA4-FRC-C-01, MA4-LEN-C-01, MA4-ARE-C-0,	30%	Term 3, Week 6
Task 3	Semester 2 Examination	MAO-WM-01, MA4-EQ1, MA4-ANG-C-01, MA4-GEO-C-01, MA4-IND-C-01, MA4-FRC-C-01, MA4-PRO-C-01, MA4-DAT-C-01, MA4-DAT-C-02	40%	Term 4, Week 4

Outcomes:

MAO-WM-01	develops 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
MA4-INT-C-01	compares, orders and calculates with integers to solve problems
MA4-FRC-C-01	represents and operates with fractions, decimals and percentages to solve problems
MA4-ALG-C-01	generalises number properties to operate with algebraic expressions including expansion and factorisation
MA4-IND-C-01	operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws
MA4-EQU-C-01	solves linear equations of up to 2 steps and quadratic equations of the form $ax^2 = c$
MA4-LIN-C-01	creates and displays number patterns and finds graphical solutions to problems involving linear relationships
MA4-ARE-C-01	applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems
MA4-VOL-C-01	applies knowledge of volume and capacity to solve problems involving right prisms and cylinders
MA4-ANG-C-01	applies angle relationships to solve problems, including those related to transversals on sets of parallel lines
MA4-GEO-C-01	identifies and applies the properties of triangles and quadrilaterals to solve problems
MA4-DAT-C-01	classifies and displays data using a variety of graphical representations
MA4-DAT-C-02	analyses simple datasets using measures of centre, range and shape of the data
MA4-PRO-C-01	solves problems involving the probabilities of simple chance experiments

MODERN LANGUAGES

Syllabus: Modern Languages K–10 | NSW Education Standards

Students will engage in French for 1 Semester only. Students will study Indonesian in the alternate Semester

FRENCH:

Task	Task Type	Outcomes	Weighting	Due Date
Task 1	Title Page	ML4-CRT-01	5%	Sem 1 - Term 1, Week 4 Sem 2 - Term 3, Week 3
Task 2	In Class Monologue	ML4-INT-01	20%	Sem 1 - Term 1, Week 6 Sem 2 - Term 3, Week 7
Task 3	Culture Project	ML4-CRT-01	15%	Sem 1 - Term 2, Week 2 Sem 2 - Term 4, Week 2
Task 4	In Class Written Test	ML4-UND-01 ML4-CRT-01	30%	Sem 1 - Term 2, Week 7 Sem 2 - Term 4, Week 4
Task 5	In Class Listening Test	ML4-UND-01	30%	Sem 1 - Term 2, Week 7 Sem 2 - Term 4, Week 5

INDONESIAN:

Task	Task Type	Outcomes	Weighting	Due Date
Task 1	Wanted Poster	ML4-CRT-01	30%	Sem 1 - Term 2, Week 2 Sem 2 - Term 4 Week 2
Task 2	Written test - reading, writing and listening	ML4-UND-01	50%	Sem 1 - Term 2, Week 4 Sem 2 - Term 4 Week 4
Task 3	Class participation & Book work	ML4-UND-01	20%	Throughout semester

Outcomes:	
ML4-INT-01	exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
ML4-UND-01	interprets and responds to information, opinions and ideas in texts to demonstrate understanding
ML4-CRT-01	creates a range of texts for familiar communicative purposes by using culturally appropriate language

MUSIC

Syllabus: Music 7–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Fundamentals of Music	Listening and Performance	MU4-PER-01 MU4-LIS-01	25%	Term 1 Week 7
Exam	Listening	MU4-LIS-01	25%	Term 2 Week 5
Ukulele	Performance	MU4-PER-01	25%	Term 3 Week 6
Composition	Composition	MU4-COM-01	25%	Term 4 Week 3

Outcomes:

MU4-PER-01

Uses performance skills to demonstrate understanding of the elements of music and communicate musical ideas

MU4-LIS-01

Uses listening skills to describe music in relation to stylistic, cultural, historical or social contexts and the elements of music

MU4-COM-01

Improvises, arranges or composes using the elements of music to create musical ideas

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Syllabus: PDHPE K–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Volleyball	Skill/technique Movement analysis	PD4-4 PD4-5	25%	Term 1 Week 7
RIOT	Research Task	PD4-1 PD4-2 PD4-9	25%	Term 1 Week 10
Puberty	Letter to self	PD4-1 PD4-2 PD4-7 PD4-9	25%	Term 2 Week 8
Dance	Performance/ Choreography	PD4-4 PD4-5 PD4-11	25%	Term 3 Week 9

Outcomes:

PD4-1	examines and evaluates strategies to manage current and future challenges
PD4-2	examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
PD4-3	investigates effective strategies to promote inclusivity, equality and respectful relationships
PD4-4	refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
PD4-5	transfers and adapts solutions to complex movement challenges
PD4-6	recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
PD4-7	investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
PD4-8	plans for and participates in activities that encourage health and a lifetime of physical activity
PD4-9	demonstrates self-management skills to effectively manage complex situations
PD4-10	applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
PD4-11	demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

SCIENCE

Syllabus: Science 7–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Task 1	Skills test	SC4-WS-01 SC4-WS-05 SC4-WS-06 SC4-WS-07	20%	Term 1, Week 6
Task 2	Half-yearly examination	SC4-WS-06 SC4-PRT-01 SC4-FOR-01	25%	Term 2 Week 5
Task 3	Forces Depth Study	SC4-WS-02 SC4-WS-03 SC4-WS-04 SC4-WS-08 SC4-FOR-01	25%	Term 3, Week 2
Task 4	Yearly examination	SC4-CLS-01 SC4-OTU-01 SC4-LIV-01 SC4-DA1-01	30%	Term 4, Week 4

Outcomes:

SC4-WS-01	uses scientific tools and instruments for observations
SC4-WS-02	identifies questions and makes predictions to guide scientific investigations
SC4-WS-03	plans safe and valid investigations
SC4-WS-04	follows a planned procedure to undertake safe and valid investigations
SC4-WS-05	uses a variety of ways to process and represent data
SC4-WS-06	uses data to identify trends, patterns and relationships, and draw conclusions
SC4-WS-07	
SC4-WS-08	identifies problem-solving strategies and proposes solutions

SC4-OTU-01	communicates scientific concepts and ideas using a range of communication forms
SC4-FOR-01	explains how observations are used by scientists to increase knowledge and understanding of the Universe
SC4-CLS-01	describes the effects of forces in everyday contexts
SC4-SOL-01	describes the unique features of cells in living things and how structural features can be used to classify organisms
SC4-LIV-01	explains how the properties of substances enable separation in a range of techniques
SC4-PRT-01	describes the role, structure and function of a range of living systems and their components
SC4-CHG-01	explains how uses of elements and compounds are influenced by scientific understanding and discoveries relating to their properties
SC4-DA1-01	explains how energy causes geological and chemical change
	explains how data is used by scientists to model and predict scientific phenomena

Year 7 TECHNOLOGY

Syllabus: [7–8Technology 7–8 Syllabus \(2023\)](#)
Students will complete TWO units in year 7

Task	Task Type	Outcomes	Weighting	Due Date
Food & Agricultural Practices Zest Food Fest	Paired Practical and Portfolio	TE4-DES-01 TE4-PPM-01 TE4-SDP-01 TE4-SAF-01	40%	Semester 1 - Week 9 Term 2 Semester 2- Week 8 Term 4
Material Technologies- Hats Off Unit	Individual Practical Product and Portfolio- Shorts Individual Practical Product and Portfolio- Hat	TE4-DES-01 TE4-PPM-01 TE4-SAF-01 TE4-MSC-01 TE4-SDP-01	20% 20% (40% total)	Semester 1 -Shorts week 2, term 2 Hat- Week 8 Term 2 Semester 2- Shorts week 2, term 4 Hat Week 8 Term 4
Material Technologies My BBQ Rules - Timber	Individual Practical Product and Portfolio	TE4-DES-01 TE4-MSC-01 TE4-SAF-01	40%	Semester 1 - Week 9 Term 2 Semester 2- Week 8 Term 4
Engineering and Digital Unit	Paired Project and Portfolio	TE4-DES-01 TE4-MSC-01 TE4-PPM-01	40%	Semester 1 - Week 9 Term 2 Semester 2- Week 8 Term 4
Yearly Examination All students studying all units will complete the same Common Written Exam	Written examination in class	TE4-SDP-01 TE4-PDP-01 TE4-MSC-01 TE4-PPM-01	20%	Term 4 Week 3

Outcomes:

TE4-SDP-01	explains relationships between sustainability, design and production
TE4-PDP-01	describes the practices and processes of designers and producers
TE4-MSC-01	explains how materials, systems and components contribute to solutions
TE4-PPM-01	applies processes in the planning, management and production of projects
TE4-DES-01	communicates and evaluates design ideas and solutions
TE4-SAF-01	selects and safely uses tools, materials, technologies and processes

TE4-DIG-01	demonstrates technological literacy to safely interact in digital environments
TE4-DIG-02	uses data and digital systems to code, design and produce projects

VISUAL ARTS

Syllabus: Visual Arts 7–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Louvre In-Class Research Task	Critical & Historical	VA4-CHC-01	15%	Term 2 Weeks 3-4
It's Elementary Portfolio 1 Portfolio 2	Art Making	VA4-AMC-01 VA4-AMV-01	25% 20%	Term 2 Week 2 Term 3 Week 2
Monsters Research Task	Critical & Historical	VA4-CHV-01	15%	Term 3 Week 10
Monsters Portfolio	Art Making	VA4-AMC-01 VA4-AMP-01	25%	Term 4 Week 2-3

Outcomes:	
VA4-AMC-01	makes artworks to represent ideas that explore Artworld concepts and their relationships
VA4-AMV-01	uses Viewpoints to explore and develop artistic intent and represent meaning in artworks
VA4-AMP-01	uses aspects of Practice in artworks
VA4-CHC-01	explains Artworld concepts in Art critical and historical studies
VA4-CHV-01	explains meaning in artworks and the artworld using Viewpoints
VA4-CHP-01	explains aspects of Practice to represent Art critical and historical perspectives

My Assessment Planner

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