



YEAR 7 2025 ASSESSMENT SCHEDULES

Stage 4 - Year 7

Most students entering High School have completed Stage 3 in Years 5 and 6. Stage 4 consolidates Stage 3, introduces students to specialist teachers and a number of subjects not directly taught in primary school. English, Mathematics, Science, HSIE (Human Society and Its Environment - including Geography and History) and PDHPE (Personal Development, Health and Physical Education) are compulsory throughout Stages 4 and 5. Year 7 students will also study Drama, Music, Technological and Applied Studies (TAS) and Visual Arts. All students will also study one of three Languages - French, Japanese, and Spanish throughout the year.

Stage 4 students will sit for NAPLAN (literacy and numeracy) testing in Term 1 of Year 7 and they will again be tested in Stage 5 in Year 9.

The NSW Education Standards Authority (NESA) has revised its curriculum to reflect the needs of students entering a changing world. All courses are designed to equip students with the skills to be successful in the demanding and dynamic world beyond school.

The Parents page on the NSW Education Standards Authority (NESA) has information about Stage 3, Stage 4, Stage 5 and Stage 6. It also has links to other websites that may be of interest to both students and parents.

This booklet outlines the key assessments students will be required to complete in the subjects they study in Year 7. Students should familiarise themselves with this information. Please be aware that times are indicative and may be varied with notice from the teacher.

Parents can also regularly check the Year 7 calendar on the Sentral Parent Portal for an overview of precise due dates.

Official assessment task notices can be found on your child's google classroom for the relevant subject.

Students and parents should carefully read the Assessment Task Policy and Guidelines on pages 4-5 of this booklet to ensure all expectations are met.

YEAR 7 ASSESSMENT SCHEDULES 2025

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For further information on syllabus outcomes and course descriptors visit:
www.educationstandards.nsw.edu.au

2025 YEAR 7 ASSESSMENT TASK POLICY & GUIDELINES

Regular Homework

Students have non-assessment assignments and regular homework that aims to develop skills and enhance understanding. **The following guide does not include this homework.** Completing homework is one of the conditions of completing a course satisfactorily. Students are expected to apply themselves with diligence and sustained effort to the set tasks and experiences in the course provided by the school.

Advice for Assessment Tasks

Students are responsible for ensuring they attend all of their scheduled exams and assessment tasks and for:

- regularly checking Google Classroom for assessment task notifications
- carefully checking their assessment dates and the venue
- having the correct, approved equipment for each exam
- wearing full school uniform
- behaving in a manner that does not interfere with the performance of others
- leaving mobile phones and electronic/digital devices switched to off and inside their bags

Taking holidays with school terms

Students must inform their teachers if they have reason to expect that they might be absent from an assessment task. Such notice should be given as soon as possible. Vacations taken outside normal school holidays will not be accepted as a valid reason for absence from assessment tasks, unless granted written permission from the Principal. In these circumstances, hand-in tasks should be given/sent to the teacher *before* the anticipated absence or submitted electronically on the due date (emailed etc). Alternative arrangements for missed written exams should be negotiated with the Head Teacher of the subject.

Failure to submit assessment task on the due date

Hand-in or online assessments: the completed portion of the assessment must be submitted digitally.

On return to school, students

- are to provide appropriate documentation from their parent **or** doctor to their teacher as soon as they return to school;
- should approach their class teacher to make arrangements for the missed task or an alternative task to be completed. Failure to do so will result in the student losing 10% each day. After three days the student will receive zero.

If Suspended on the Day of an Assessment Task

Unless forbidden by the Principal, a suspended student is required to **attend school during the time in which the Assessment Task is being conducted**, unless an alternative arrangement is made with the teacher / Head Teacher. If the Assessment Task is in the form of a written submission, the student must arrange for it to be submitted electronically or handed to the class teacher or relevant KLA Head Teacher by the due date. Failure to comply with the above will result in a zero (0) mark being awarded for the task.

Attendance

Satisfactory completion of courses is judged, among other things, by student attendance and level of involvement in class, as well as the assignments and homework completed, and the level of achievement.

School Review of Assessments

Following discussion with the class teacher, students who do not agree with the teacher's judgment of the worth of an individual assessment task or who consider that their final grade for any course is not correct (on the basis of feedback on their performance and results during the course), have a right to appeal to the Head Teacher KLA of the subject.

Malpractice

Any behaviour carried out for the purpose of gaining an unfair advantage in the assessment process constitutes malpractice or cheating. Students who cheat in an exam will be given a zero mark and other consequences. Malpractice in any form, including **plagiarism**, is unacceptable and may be awarded zero.

Disability Provisions

Students who believe they could be eligible for disability provisions during assessment tasks (such as separate supervision, rest breaks, writer etc) should apply to the Learning and Support Teacher (Mr Daniel Moller). Students with Disability Confirmations from a medical professional should provide a copy with their application.

ASSESSMENT SCHEDULE

Course Description: In Year 7, students engage in one Drama lesson per fortnight. Throughout the course students are introduced to improvisation, role-play, characterisation and the elements of drama in performance. Within lessons students are given many performance opportunities, to develop and demonstrate their increasing skill and knowledge of this subject. Reporting will occur at the end of the course (either Term 2 or Term 4).

Topic	Task	Due Date	Weighting (%)	Syllabus outcomes	Additional Information
Creative Characters Playbuilding	Playbuilding Performance	Term 4	60%	4.1.2 4.2.3	In groups of three or four, students will plan, rehearse and perform a group-devised scene using the techniques learnt in class.
Focus, Progress & Effort	Class mark based on participation, effort, homework and logbook	Terms 1 & 2, or 3 & 4	40%	4.1.3 4.2.2 4.3.3	Individually, students will demonstrate their knowledge, understanding and commitment to Drama through participation in class performance work and written tasks.
YEARLY REPORTS					

Note: Due dates will be different for each Year 7 class.
Each class will be given at least two weeks' notice for assigned tasks.

For further information on syllabus outcomes and course descriptors:
<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus>

ASSESSMENT SCHEDULE

Course Description: This course is a broadly-based introduction to music of different genres with emphasis on notating music, past and present music traditions and cultural traditions. This is achieved through an integrated approach with activities in listening, performance and composition.

Term	Topic	Focus concept	Task	Date (Week)	Weighting (%)	Outcomes Assessed	Additional Information
SEMESTER 1							
1	World Music	Duration and Pitch	Rhythm Composition Group Polyrhythm Performance and Reflection (in class)	Week 9/10	10% 10%	4.5 4.3	Polyrhythmic composition and ensemble performance.
2	Dance Music		Formative Tasks	Throughout the semester	30%	4.12	Assessment based on 5 tasks as outlined: 1 Performance, 2 composition (technology based and handwritten), 2 homework.
Half Yearly Reports							
SEMESTER 2							
3	Impressive Instruments	Tone Colour Dynamics & Expressive Tech.	Instruments of the Orchestra Aural Analysis Task	Week 9	20%	4.8	Google Forms Aural Task: Orchestral Instrument Recognition.
4	Program Music	Structure	Yearly Exam	Week 4/5	15%	4.9	Multiple choice, short answer questions and transcription.
			Practical Exam	Week 5/6	15%	4.1	Performance of topic related solo or ensemble piece.
Yearly Reports							

ASSESSMENT SCHEDULE

Course Description: In the Year 7 Visual Arts course, students gain confidence through the development of techniques resulting in increased technical skills. Students understand that art is constructed from basic elements. They learn to appreciate the role and contribution of artists, audience and the artworld.

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes	Additional Information
SEMESTER 1					
Topics studied: The World of Nature The World of Places and Spaces The World of People The World of Objects	Portfolio of Images and Visual Diary	Ongoing to Term 2 Week 7	30% 20% 7VA1/2/3	4.1, 4.3, 4.4, 4.9	Incorporating the Elements of Art
	Theory Assessment task	Ongoing to Term 2 Week 4	20% 15% 7VA1/2/3	4.5, 4.7	Tasks components completed in class and at home
	7T Enrichment Task	Term 2 Week 2	15% 7VA1/2/3	4.4, 4.8	HPGE Extension
Half Yearly Reports					
SEMESTER 2					
Topics studied: The World of Places and Spaces The World of Nature The World of People The World of Objects	Portfolio of Images and Visual Diary	Ongoing to Term 4 Week 5	30% 20% 7VA1/2/3	4.2, 4.9	Incorporating the Elements of Art
	Theory Assessment task	Ongoing Term 4 Week 4	20% 15% 7VA1/2/3	4.5, 4.7	Tasks components completed in class and at home
	7T Enrichment Task	Term 3 Week 8	15% 7VA1/2/3	4.4, 4.8	HPGE Extension
Yearly Reports					

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Focus
SEMESTER 1					
My Place, My Voice	Persuasive writing - "St Ives Matters" competition	Term 1, Week 10	25%	EN4-RVL-01; EN4-ECA-01; EN4-URB-01	Students will read a range of non-fiction texts exploring resilience and the power of using our voices for good.
Fantastic Worlds and Futures	In class task - PETAL paragraph (30%) plus multiple choice (10%)	Term 2, Week 10	40%	EN4-URA-01; EN4-URC-01	Students will study a range of texts from either the Science Fiction or Fantasy genres, exploring how these texts use features to explore ideas.
Half Yearly Reports					
SEMESTER 2					
The Play's The Thing	Speech (25%) Reflection (10%)	Term 3, Week 9	35%	EN4-URB-01; EN4-ECB-01	Students will study a play, considering how dramatic techniques are used to convey important ideas.
People and Planet	Rainbow Reading Log	Term 4, Week 9	N/A	EN4-URB-01, EN4-URA-01	Students will explore a range of short texts including poetry, film and documentary texts to consider how these texts represent the ways people from diverse backgrounds interact with our planet.
Yearly Reports					

ASSESSMENT SCHEDULE

Course Descriptions:

Geography: An introduction to the nature of Geography and the geographical tools used by geographers to investigate the world. Students will focus on the concept of sustainability.

History: An introduction to the nature of History and the methods used by historians to investigate the past. Students will focus on the use of primary and secondary sources to gather evidence to answer questions about the past, with an investigative focus into Ancient Egypt.

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Additional Information
SEMESTER 2					
What is History?	Individual PEEL Paragraph with Scaffold	Term 1, Week 8	50	HT 4-1 HT 4-4 HT4-9 HT4-10	In this task, students individually use the PEEL scaffold to individually construct a PEEL essay about how historians draw conclusions based on evidence.
History Skills & Ancient World	Part A: PEEL Paragraph Part B: Source Analysis	Term 2, Week 2	50	HT 4-1 HT4-5 HT4-6	Part A: Students will be assessed on their ability to apply their understanding of content and how to respond to an unseen question using the PEEL structure. Part B: This examination will test students' ability to interpret a range of sources.
<i>Half Yearly Reports</i>					
SEMESTER 2					
Biome + Geographic Skills	Part A: Individual PEEL Paragraphs Part B: Geographic Skills Examination	Term 3, Week 9	50	GE4-7 GE4-8	Part A: In this task, students use the PEEL scaffold to compose a paragraph on the prescribed question individually. Part B: Students will assess key skills, including reading maps of the world and Australia, latitude and longitude, topographic mapping and climate graphs.
PBL	Presentation	Term 4, Week 5	50	GE4-7 GE4-8	This task is designed to develop critical thinking, creativity and innovation skills. Students collaborate to create a product and present it to an authentic audience.

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Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Additional Information
What is History?	Individual PEEL Paragraph with Scaffold	Term 1, Week 9	50	HT 4-1 HT 4-4 HT4-9 HT4-10	In this task, students individually use the PEEL scaffold to individually construct a PEEL essay about how historians draw conclusions based on evidence.
History Skills & Ancient World	Part A: PEEL Part B: Source Analysis	Term 2, Week 2	50	HT 4-1 HT4-5 HT4-6	Part A: Students will be assessed on their ability to apply their understanding of content and how to respond to an unseen question using the PEEL structure. Part B: This examination will test students' ability to interpret a range of sources.
Half Yearly Reports					
SEMESTER 2					
Biome + Geographic Skills	Individual PEEL Paragraphs + Geographic Skills Examination	Term 3, Week 9	50	GE4-7 GE4-8	Part A: In this task, students use the PEEL scaffold to compose a paragraph on the prescribed question individually. Part B: Students will assess key skills, including reading maps of world and Australia, latitude and longitude, topographic mapping, climate graphs.
PBL	Presentation	Term 4, Week 5	50	GE4-7 GE4-8	This task is designed to develop skills in critical thinking, creativity and innovation. Students collaborate to create a product and present it to an authentic audience.

ASSESSMENT SCHEDULE
Course Description:

The Stage 4 mandatory Language 100-hour courses provide students with the opportunity to experience one language in detail and make a more informed choice about their future language study. Assessments measure student skills in listening, speaking, reading and writing within which students learn about the cultural implications of language use. Students gain an appreciation of culture and language and develop their ability to communicate with growing confidence and maturity.

Topic	Task	Term/ Week	Weighting (%)	Syllabus outcomes assessed	Additional Information
SEMESTER 1					
Term 1 Selfie Poster and Reading Task Topic: 'This is Me'	Students will complete a one-period in-class test involving a reading comprehension task and the composition of a selfie poster using content & scaffolding from previous lessons.	One lesson per class weeks 9-10	25%	ML4-CRT-01 ML4-UND-01	Students will create a text in target language about themselves and respond to a text in the target language about another person in English.
Term 2 Conversation Page Topic: Personal World - Me, Myself, My Family/Friends	Conversation Page Formative task: Students will be provided with a list of basic questions to which they should be able to respond in the target language.	Term 2 Weeks 1-5 Ongoing	25%	ML4-INT-01	Conversation items will be tested in a formative manner in class over a number of weeks in the first half of the term.
SEMESTER 2					
Term 3 Reading, Listening and Responding Online Test Topic: Food & Drink	Students will complete a test in class using Education Perfect, Google Forms or similar.	Term 3 Week 7 Test	25%	ML4-UND-01	A fully charged laptop or tablet will be required for this assessment.
Term 4 Formative speaking & writing task Topics: all listed above plus School Life	Speaking: Students will be observed over a number of lessons participating in games requiring them to interact in the target language. Writing: Students will apply sentence patterns and vocabulary to respond to one or more scenarios.	Term 4 Weeks 2-4	25%	ML4-INT-01 ML5-CRT-01	Speaking: Games in pairs / groups. Writing: Formative open-book assessment
Note: Subject to change depending on the needs of the class. Any changes will be published on Google Classroom.					

ASSESSMENT SCHEDULE

(Note: Class assessment, both formal and informal will also be occurring)

Topics	Task	Date	Weighting (%)	Syllabus Outcomes Assessed	Additional Information
SEMESTER 1					
Integers Number Theory Fractions	Term 1 3 Class Topic Tests	Term 1 Tests are at the end of each topic. Each test is between 20 and 30 minutes in duration.	20%	MA4-INT-C-01, MA4-IND-C-01, MA4-FRC-C-01, MAO-WM-01	Working Mathematically outcomes are embedded in all tasks. Specific information about the content of the assessments is given to students approximately two weeks prior to each test, except for topic tests.
Integers Algebra Equations	Term 2 (50-minute assessment)	Term 2 Week 3 to 5	25%	MA4-IND-C-01, MA4-FRC-C-01, MA4-ALG-C-01, MAO-WM-01	
SEMESTER 2					
Measurement Probability Decimals	Term 3 (50-minute assessment)	Term 3 Week 4 or 5	25%	MA4-LEN-C-01, MA4-ARE-C-01, MAO-WM-01	Specific information about the content of the assessments is given to students approximately two weeks prior to each test.
Measurement, Angles, Algebra and Equations	Term 4 (50-minute assessment)	Term 4 Week 3 to 5	30%	MA4-LEN-C-01, MA4-ARE-C-01, MA4-VOL-C-01, MA4-ANG-C-01, MA4-DAT-C-01, MA4-DAT-C-02, MA4-EQU-C-01, MAO-WM-01	

ASSESSMENT SCHEDULE

(Note: Class assessment, both formal and informal will also be occurring)

Topics	Task	Date	Weighting	Outcomes Assessed	Additional Information
SEMESTER 1					
		Term 1	0%		Working Mathematically outcomes are embedded in all tasks. Specific information about the content of the assessments is given to students approximately two weeks prior to each test, except for topic tests.
Number Theory Fractions, Algebra Equations	Term 2 50-minute Assessment	Term 2 Weeks 1 to 3	50%	MA4-IND-C-01, MA4-FRC-C-01, MA4-ALG-C-01, MAO-WM-01	
SEMESTER 2					
		Term 3	0%		Specific information about the content of the assessments is given to students approximately two weeks prior to each test.
Algebra, Equations, Measurement and Angles	Term 4 50-minute Assessment	Term 4 Weeks 1 to 3	50%	MA4-ALG-C-0, MA4-EQU-C-01, MA4-LEN-C-01, MA4-ANG-C-01, MAO-WM-01	

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Assessment Information
Health: Positive Relationships Practical: Athletics & Cross Country	Practical Assessment: Athletics & Cross Country	Term 1, Weeks 2-10	25%	PD4-6 PD4-7 PD4-8 PD4-9	Practical assessment task incorporating skills and technique development. This is an ongoing assessment task during class time.
Health: Are You Okay? Practical: Bush Dance & Cultural Games	Practical Assessment: Bush Dance	Term 2, Weeks 1-5	25%	PD4-2 PD4-4 PD4-5 PD4-10	Practical group task where students learn Australian bush dances throughout the unit. Students create their own bush dance through collaboration.
Health: Changes in Me Practical: Gala Day Sports	Health Assessment: Mental Health Group Task	Term 2, Week 9	25%	PD4-1 PD4-2 PD4-6 PD4-7	A group assessment task where students create their own stall and resources to support a selected mental health issue.
Health: First Aid Practical: Summer Sports	Health Assessment: Yearly Examination	Term 4, Weeks 1-2	25%	PD4-1 PD4-3 PD4-8 PD4-10	A formal examination covering health units from terms 1-3. Multiple choice, short answer responses.

ASSESSMENT SCHEDULE

Course Description: The Year 7 Science course is an introductory course that covers the following areas: Laboratory safety; uses of common scientific equipment; scientific method; measurement in science; states of matter; food chains; ecology; introduced species; photosynthesis; the light microscope; cells; classification; minerals; the rock cycle; sedimentary, metamorphic and igneous rocks; the solar system; seasons; night & day; fossils; and forces.

TOPIC	TASK	DATE (TERM/WEEK)	WEIGHTING %	SYLLABUS OUTCOMES ASSESSED	ADDITIONAL INFORMATION
SEMESTER 1					
Nature of Science Practice of Science Properties of Matter Solutions Chemical changes	In-class tasks	On-going	15	SC4-WS-0, SC4-WS-03, SC4-WS-04, SC4-WS-07, SC4-SOL-01, SC4-CHG-01	Bookmark, Homework, Practical Tasks
Nature of Science Practice of Science Properties of Matter	Practical & Skills Test	Term 1 Week 10	25	SC4-WS-01, SC4-WS-04, SC4-SOL-01	Multiple skill stations
Half Yearly Reports (40% of total)					
SEMESTER 2					
Classification of Living Things Cells Space Science	In-class tasks	On-going	10	SC4-CLS-01, SC4-WS-01, SC4-WS-04, SC4-WS-08, SC4-OTU-01	Bookmark, Homework, Practical Tasks
Working Scientifically Data Science 1	Scientific Model	Term 3 Week 4	20	SC4-WS-08, SC4-DA1-01, SC4-WS-06	Constructs and uses a model to accurately, clearly and succinctly present information
All Topics	Yearly Exam	Term 4 Week 3	30	All	2 x 1 period test Part A – Multiple Choice/Short Answer Part B – Extended Response
Yearly Reports (100%)					

ASSESSMENT SCHEDULE

Course Description: Technology encompasses a diverse collection of knowledge, skills and processes that people use to satisfy their needs and to extend human capabilities. Technology Mandatory is a rich and complex subject that provides students with opportunities to become technologically literate individuals capable of developing creative solutions to identified problems and situations.

All students complete a common core unit – Digital Technologies in Term 1. During Terms 2, 3 and 4, student's complete two units from Agriculture and Food Technologies and Material Technologies. Material Technologies include Metal, Textiles, Timber or Graphics Technologies.

Topic / Unit of Work	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Additional Information
SEMESTER 1					
Term 1 Unit 1	DT Challenge Python - Turtle Unit 1	Week 10 Term 1	25%	TE4-4DP	
Digital Technologies	Portfolio/Workbook Unit 1	Week 10 Term 1	25%	TE4-1DP	
Half Yearly Reports					
SEMESTER 2					
Term 2-4 Unit 2 Food and Agriculture	Practical Work Unit 2	Week 6 Term 4	15%	TE4-2DP	
	Portfolio/Workbook Unit 2	Week 6 Term 4	10%	TE4-1DP	
Term 2-4 Unit 3 Engineering	Practical Work Unit 3	Week 6 Term 4	15%	TE4-2DP	
	Portfolio/Workbook Unit 3	Week 6 Term 4	10%	TE4-1DP	
Yearly Reports					