

Francis Greenway High School

Respect, Responsibility, Cooperation, Commitment



YEAR 7

ASSESSMENT INFORMATION

2023

This booklet is issued to Year 7 students of Francis Greenway High School. This booklet provides information to students and parents/carers about:

- (i) Assessment procedures and grades
- (ii) FGHS policy for late/non-completion of assessment tasks – Stage 4
- (iii) Applications for Illness/ Misadventure
- (iv) Malpractice
- (v) Assessment schedules for each course

ASSESSMENT PROCEDURES AND GRADES

The purpose of assessment is to judge competence on the basis of performance. This judgement is made on the basis of evidence which may be in a variety of forms. Schools are responsible for awarding each student who completes a Stage 4 course a grade to represent that student's achievement in accordance with the A to E grade scales detailed below.

Below is a breakdown of the mark ranges for each grade, depending on the value or weighting of the assessment task. Included is a general description of student performance within this range.

Grade	10% Weight Mark Range	20% Weight Mark Range	General Performance Criteria <i>Students performing at this grade are typically;</i>
A	9-10	17-20	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	7-8	13-16	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	5-6	9-12	The student has a substantial knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	3-4	5-8	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	1-2	1-4	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.
N	0	0	The student has not satisfactorily attempted the content, therefore failing to demonstrate the processes and skills.

Teachers will assess the student's actual performance, not potential performance. Assessment marks will not be modified to take into account possible effects of illness or domestic situations.

Schools may offer substitute tasks or, in exceptional circumstances, estimates based on other tasks.

Assessment tasks will generally be one, or a combination of:

- Scheduled tasks completed in-class under examination conditions.
- Hand-in tasks that are submitted via an online platform or handed-in by a due date and time.
- Practical assessments completed in class.

At least two calendar weeks notice of the details of a task will be given. Tasks are due at the beginning of the lesson of that subject on the due date. Students will sign the Assessment Task Register document when they have received their task, submitted their task, and had their task marked and returned. School reports will be issued twice during the school year. This report will show the student's level of achievement of relevant outcomes for each course.

FRANCIS GREENWAY HIGH SCHOOL POLICY FOR LATE/ NON-COMPLETION OF ASSESSMENT TASKS – STAGE 4

Assessment tasks will be scheduled to be completed / submitted to teachers on or by specified dates throughout each course. **Attendance, on the day the assessment task is either to be performed or submitted, is essential.** If a student knows beforehand that they are going to be absent on the day that an assessment task is due, or is to be conducted, the student must notify their class teacher beforehand.

1. If a student is unable to complete any hand-in assessment task, including online submission, by the due date, they may submit it unfinished and receive marks according to the quality of the work done.
2. If however, the student
 - (a) does not hand in any evidence of work on or before the due time/ date; or
 - (b) is absent on the day a **hand-in** assessment task is due, they will receive a penalty of 5% of the available marks per school day that the task is overdue. After 10 school days, they will receive a zero for that task.
 - (c) is absent on the day an **in-class** assessment task is scheduled, they will receive a penalty of 5% of the available marks per lesson that the task is overdue. After 10 lessons they will receive a zero for that task. The student must complete the task on the first lesson upon their return. Note: *An estimate may be given for a practical task if it cannot be rescheduled.*

3. If a student is found to have engaged in malpractice in an assessment task, they may be awarded a zero mark.

In either 2 (a), (b) or (c) above, the student may request *consideration for illness or misadventure*. See below for further information.

APPLICATIONS FOR CONSIDERATION OF ILLNESS/MISADVENTURE

Students who have a special circumstance that prevented them from completing an assessment task by the due date or attend a scheduled test/ practical assessment, may request *consideration for illness or misadventure*. This application is made by the student's parent/ carer providing a written justification to the class teacher or head teacher within two school days following the specified due date for the task, or by the second day of return to school after an absence which encompasses the due date.

An Application for Consideration- Illness/Misadventure requires the following information:

1. Written justification from parent/carer. Supporting documentation, such as a Medical Certificate, may also be provided.' *Note: written justification includes parent/carer communication with the school (SMS or phone call) to explain the student's absence.*

Applications may be in respect of:

- Illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the assessment (e.g.: asthma attack, cut hand).
- Misadventure – any event beyond the student's control which allegedly affected the student's performance in the assessment (e.g., death of a friend or family member, involved in traffic accident).

Limitations on Applications

Students may only apply in relation to circumstances that occur immediately before or during an assessment and that affect their performance in the assessment.

You cannot submit an application on the basis of:

- long term illnesses such as asthma, epilepsy, or glandular fever, unless you suffer a flare up of that condition during the assessment
- the same grounds for which you received disability provisions, unless you experience additional difficulties during an assessment

- Computer/printer/technology malfunctions or difficulties
- Misreading the assessment timetable, instructions, or notification
- Not understanding assessment commitment when on approved family leave

The application will be reviewed by the class teacher and the head teacher of the course. A determination will be made and a recommendation given. **Once this determination is made, the decision is final.**

WHAT IS MALPRACTICE?

Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating.

Examples of behaviour considered to be cheating include:

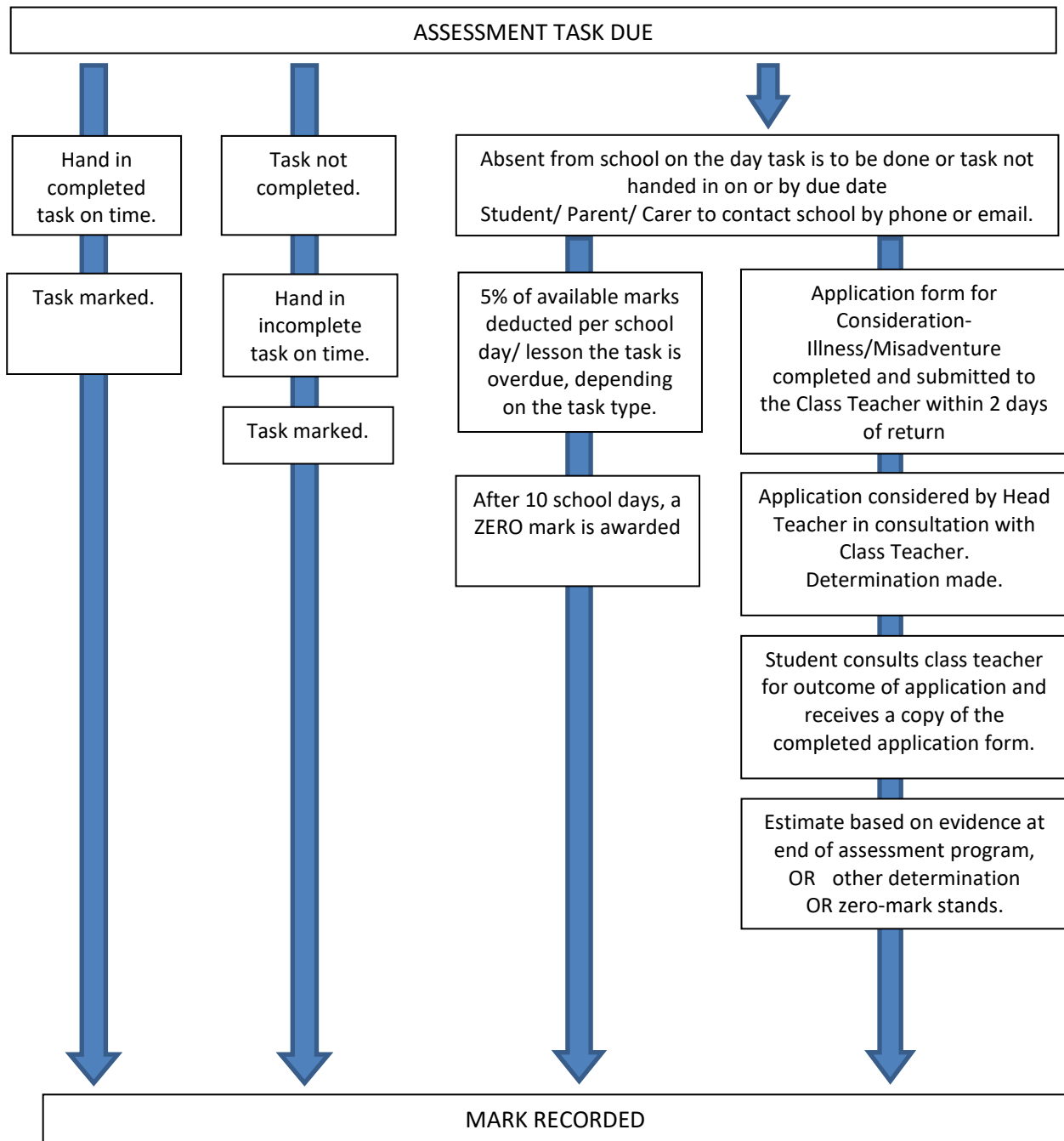
- copying, buying, stealing, or borrowing someone else's work in part or in whole, and presenting it as their own.
- using material directly from books, journals, CDs or the Internet without acknowledging the source;
- submitting work that contains a large contribution from another person, such as a parent, coach or subject expert, that is not acknowledged;
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs, and journals.
- using any artificial intelligence software in any capacity.

These examples are generally referred to as **plagiarism**.

Students who submit work for assessment purposes that contain evidence of plagiarism may be awarded a zero mark for the task. A student may make an appeal. It will be the student's responsibility to prove to an appeals panel at FGHS that the submitted work in question is their own.

ASSESSMENT FLOW CHART

If a student knows beforehand that they are going to be absent on the day that an assessment task is due, or is to be conducted, the student must notify their class teacher beforehand.



YEAR 7 ASSESSMENT SCHEDULE SUMMARY, 2023

The purpose of the schedule below is to assist students to plan and prepare for assessment tasks and external testing (NAPLAN and Best Start). There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

Term 1 Week / Date	Subjects with a scheduled task
2 30/01	
3 06/02	
4 13/02	
5 20/02	PDHPE
6 27/02	Mathematics, Science, PDHPE
7 06/03	Visual Arts
8 13/03 NAPLAN	Geography
9 20/03 NAPLAN	
10 27/03	English, Japanese
11 03/04	Science, Technology Mandatory

Term 2 Week / Date	Subjects with a scheduled task
1 24/04	
2 01/05	English
3 08/05	
4 15/05	
5 22/05	Geography, Visual Arts
6 29/05	
7 05/06	Mathematics
8 12/06	Japanese
9 19/06	English
10 26/06	

Term 3 Week / Date	Subjects with a scheduled task
1 17/07	
2 24/07	
3 31/07	
4 07/08	
5 14/08	Science
6 21/08	
7 28/08	PDHPE
8 04/09	Geography, PDHPE, Visual Arts
9 11/09	English, Mathematics, Japanese, PDHPE
10 18/09	Science, PDHPE, Technology Mandatory

Term 4 Week / Date	Subjects with a scheduled task
1 09/10	
2 16/10	
3 23/10	Technology Mandatory
4 30/10	Geography
5 06/11	Mathematics, Japanese, Visual Arts
6 13/11	
7 20/11	
8 27/11	
9 04/12	
10 11/12	
11 18/12	

ENGLISH ASSESSMENT SCHEDULE YEAR 7, 2023

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Exposition Response	Close Study of Novel	EN4-1A, EN4-5C, EN4-6C & EN4-7D	25	Week 10, Term 1
Half Yearly Examination	Literacy Skills	EN4-1A, EN4-3C, EN4-4C, & EN4-5C	25	Week 2, Term 2
Visual Analysis	Australian Identity	EN4-2A, EN4-4B, EN4-8D & EN4-9E	25	Week 9, Term 2
Imaginative Response	Finding your Voice	EN4-1A, EN4-3B, EN4-4B & EN4-5C	25	Week 9, Term 3

Description of Outcomes

EN4-1A	A student responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
EN4-2A	A student effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies.
EN4-3B	A student uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts.
EN4-4B	A student makes effective language choices to creatively shape meaning with accuracy, clarity and coherence.
EN4-5C	A student thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts.
EN4-6C	A student identifies and explains connections between and among texts.
EN4-7D	A student demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it.
EN4-8D	A student identifies, considers and appreciates cultural expression in texts.
EN4-9E	A student uses, reflects on and assesses their individual and collaborative skills for learning.

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

MATHEMATICS ASSESSMENT SCHEDULE YEAR 7 2023

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Assignment	Computations with Integers	MA4-4NA	20	Week 6, Term 1
Examination (In class with summary sheet)	Fractions, Decimals, Percentages	MA4-5NA	25	Week 7, Term 2
Technology Assessment	Data Collection	MA4-1,2,3 WM MA4-19SP	25	Week 9, Term 3
Formal Examination	Equations Angle Relationships	MA4-10NA MA4-18MG	30	Week 5, Term 4

Description of Outcomes

	A student:
MA4-1WM	Communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
MA4-2WM	Applies appropriate mathematical techniques to solve problems
MA4-3WM	Recognises and explains mathematical relationships using reasoning
MA4-4NA	Compares, orders and calculates with integers, applying a range of strategies to aid computation
MA4-5NA	Operates with fractions, decimals and percentages
MA4-8NA	Generalises number properties to operate with algebraic expressions
MA4-9NA	Operates with positive-integer and zero indices of numerical bases
MA4-10NA	Uses algebraic techniques to solve simple linear and quadratic equations
MA4-11NA	Creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
MA4-12MG	Calculates the perimeters of plane shapes and the circumferences of circles
MA4-13MG	Uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-15MG	Performs calculations of time that involve mixed units, and interprets time zones
MA4-17MG	Classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
MA4-18MG	Identifies and uses angle relationships, including those related to transversals on sets of parallel lines
MA4-19SP	Collects, represents and interprets single sets of data, using appropriate statistical displays
MA4-21SP	Represents probabilities of simple and compound events

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers

SCIENCE ASSESSMENT SCHEDULE YEAR 7, 2023

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Research Task	Laboratory Skills	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS	25	Week 6, Term 1
Practical Task	Cells	SC4-15LW, SC4-8WS, SC4-9WS	25	Week 11, Term 1
Knowledge Test	Matter, Solar System & Classification	SC4-12ES, SC4-14LW, SC4-16CW	25	Week 5, Term 3
Data Task	Energy Around Us	SC4-7WS, SC4-11PW	25	Week 10, Term 3

Description of Outcomes

Values and attitudes	SC4-1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
	SC4-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
	SC4-3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
Skills	SC4-4WS	identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
	SC4-5WS	collaboratively and individually produces a plan to investigate questions and problems
	SC4-6WS	follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
	SC4-7WS	processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
	SC4-8WS	selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
	SC4-9WS	presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
Knowledge and understanding	SC4-10PW	describes the action of unbalanced forces in everyday situations
	SC4-11PW	discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
	SC4-12ES	describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
	SC4-13ES	explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
	SC4-14LW	relates the structure and function of living things to their classification, survival and reproduction
	SC4-15LW	explains how new biological evidence changes people's understanding of the world
	SC4-16CW	describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
	SC4-17CW	explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

GEOGRAPHY ASSESSMENT SCHEDULE YEAR 7, 2023

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Mapping Skills	Landscapes and Landforms	GE4-2 GE4-8	25	Week 8, Term 1
Research Task	Water in the World	GE4-1 GE4-2	25	Week 5, Term 2
Fieldwork Report	Place and Liveability	GE4-3 GE4-5	25	Week 8, Term 3
Semester Examination	Geography Skills Place and Liveability Interconnections	GE4-4 GE4-7	25	Week 4, Term 4

Description of Outcomes

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

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

JAPANESE ASSESSMENT SCHEDULE YEAR 7, 2023

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Audio Visual Text/ Oral Presentation	All About Me	LJA4-2C, LJA4-4C, LJA4-5U	25	Week 10, Term 1
Email/ message text in Japanese	Teenage Popular Culture	LJA4-4C LJA4-6U, LJA4-7U	20	Week 8, Term 2
Response in English and Japanese to audio/visual texts	School and Neighbourhood	LJA4-1C, LJA4 -2C LJA4-3C, LJA4 - 4C, LJA4-5U, LJA4-6U, LJA4-7U, LJA4-8U	30	Week 9, Term 3
In class assessment of understanding Japanese texts	Travelling in Japan	LJA4-2C, LJA4-3C, LJA4-6U, LJA4-7U, LJA4-8U	25	Week 5, Term 4

Description of Outcomes

LJA4-1C	uses Japanese to interact with others to exchange information, ideas and opinions, and make plans.
LJA4-2C	identifies main ideas in, and obtains information from texts.
LJA4-3C	organises and responds to information and ideas in texts for different audiences.
LJA4-4C	applies a range of linguistic structures to compose texts in Japanese, using a range of formats for different audiences.
LJA4-5U	applies Japanese pronunciation and intonation patterns.
LJA4-6U	demonstrates understanding of key aspects of Japanese writing conventions.
LJA4-7U	applies features of Japanese grammatical structures and sentence patterns to convey information and ideas.
LJA4-8U	identifies variations in linguistic and structural features of texts.
LJA4-9U	identifies that language use reflects cultural ideas, values and beliefs.

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

TECHNOLOGY MANDATORY ASSESSMENT SCHEDULE YEAR 7, 2023

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
User Interface Game Design	Algorithms and Data in Digital Systems	TE4-4DP TE4-7DI	30	Week 11, Term 1
Design Process and Practical	Project Based Practical Tasks and Folio (based on context taught)	TE4-1DP TE4-3DP	40	Week 10, Term 3
Yearly Examination	Technology Mandatory Contexts in Focus	TE4-10TS TE4-7DI	30	Week 3, Term 4

Description of Outcomes

TE4-1DP	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.
TE4-2DP	plans and manages the production of designed solutions.
TE4-3DP	selects and safely applies a broad range of tools, materials and processes in the production of quality projects.
TE4-4DP	designs algorithms for digital solutions and implements them in a general-purpose programming language.
TE4-5AG	investigates how food and fibre are produced in managed environments.
TE4-6FO	explains how the characteristics and properties of food determine preparation techniques for healthy eating.
TE4-7DI	explains how data is represented in digital systems and transmitted in networks.
TE4-8EN	explains how force, motion and energy are used in engineered systems.
TE4-9MA	investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions.
TE4-10TS	explains how people in technology related professions contribute to society now and into the future.

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION
ASSESSMENT SCHEDULE YEAR 7, 2023

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Health Services Network Card	Managing change through help seeking strategies	PD4-1 PD4-2	30	Week 5/6, Term 1
Making Healthy Choices	Nutrition Label Reading	PD4-6 PD4-7	35	Week 7/8, Term 3
Physical Literacy Self-Assessment	Invasion Games	PD4-10 PD4-11	35	Week 9/10, Term 3

Description of 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

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

VISUAL ARTS ASSESSMENT SCHEDULE YEAR 7, 2023

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Critical and Historical Studies	Elements through Street Art	4.7, 4.8	25	Week 7, Term 1
Artmaking	Contemporary Shoe Design	4.2, 4.3, 4.6	25	Week 5, Term 2
Critical and Historical Studies	Starry Skies	4.9, 4.10	25	Week 8, Term 3
Artmaking	Mixed Media Portraits	4.1, 4.4, 4.5	25	Week 5, Term 4

Description of Outcomes

4.1	uses a range of strategies to explore different artmaking conventions and procedures to make artworks
4.2	explores the function of and relationships between artist – artwork – world – audience
4.3	makes artworks that involve some understanding of the frames
4.4	recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
4.5	investigates ways to develop meaning in their artworks
4.6	selects different materials and techniques to make artworks
4.7	explores aspects of practice in critical and historical interpretations of art
4.8	explores the function of and relationships between the artist – artwork – world – audience
4.9	begins to acknowledge that art can be interpreted from different points of view
4.10	recognises that art criticism and art history construct meanings

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.