



Sydney
Secondary
College
Balmain

Stage 4 Year 7 Assessment Booklet 2025

Student Name:

Year 7 Assessment Booklet **2025**

CONTENTS	Page number
Assessment and Reporting at SSC Balmain Campus	
Assessment policy	3 – 6
School Reports	7
Illness and Misadventure form	8
Assessment Planning Calendar	9-12
Assessment schedules	
Creativity	13-14
English	15
HSIE	16
Mathematics	17
Music	18
PDHPE	19
Science	20
Technology	21
Visual Arts	22

Assessment Policy Year 7 Assessment Booklet

2025 Course outlines and

assessment

Objectives of our assessment program: •
To monitor and report on student progress and attainment.

- To facilitate the involvement of students in the assessment of their own work.
- To facilitate communication between teachers and parents about their child's progress, development and learning

needs.

- 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 in Year 7 will provide increased support of student success with their assessment tasks.

To assist a consistent application:

- Regular teacher professional learning.
- Year group presentations to students on assessment support and expectations.
- The assessment policy and outline is clearly available on the school's website to assist in keeping students and parents informed.
- 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 course scope and sequences and assessment schedules.
- Use of the website to assist in keeping students and parents informed.
- Deliberate focus on celebrating and recognition of student success through school merits.
- Lifeskills outcomes can be met in a number of ways in consultation with parents, students and other significant individuals, as outlined in the student's individual learning plans.

3 | Page

schedules

Teachers will make available the outline for each course. These outlines will indicate the approximate timing of assessment tasks in

- Seek further guidance from teachers asking questions that enable a deeper understanding of what the task requires.

relation to the sequence of the course topics.

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

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

Notification of assessment tasks

Assessment tasks for year 7-10 are prepared on the school's agreed *notification of assessment* proforma and are issued to the students as early as possible prior to a task. This will be with a minimum of two weeks' notice.

These notifications of assessments should:

- Clearly indicate the outcomes which are being assessed, the value of the task, the nature of the task, due date and marking criteria.

- Be uploaded to Sentral Parent Portal for respective year groups.
- Be discussed by the class teacher when distributed to reinforce approach and expectations.
- Indicate student feedback with consideration to scaffolds to guide assessment expectations.

Supporting submission of tasks

Expectations of students for successful completion of assessment tasks:

- 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.

Year 7 Assessment Booklet 2025

- Complete all assessment tasks on time.
- Submit their own work, 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.
- Reflect on teacher comments and performance to develop strategies to improve in future tasks.
- Work without hindering the learning and work of other student with both hand in tasks and tests / examinations.

Grounds for rescheduling an assessment task include:

- 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 for illness/misadventure applications & rescheduling tasks:

- Rescheduling of tasks will be arranged where the grounds as detailed above have been met.
- The Head Teacher of the course is responsible for authorising the rescheduling of a task.
- All applications must be accompanied by a note from the parent / caregiver or a completed *Illness / Misadventure* form.
- 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.

4 | Page

- Where a student was absent and 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 submit the task or 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 it was not covered by illness/misadventure.

- A penalty will apply for missed or late submission of an assessment task not covered by illness / misadventure applications. Students will lose 10% of the mark normally awarded for every calendar day late up to a maximum of 50%. Weekends count as two days.
- In most instances, parents will be notified where a penalty of 50% is given.
- Students will have their work marked and will be provided with feedback with the possible marks earned for the task.
- Students must submit all assessment tasks regardless of penalties applied. NB: Consistently not submitting assessment tasks by due dates could result in the student not satisfying course requirements. The students and their parents will receive a letter of concern in these cases.

Managing issues surrounding malpractice including suspected plagiarism

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, CDs or the internet (including AI) without reference to the source.
- Building on the ideas of another person without reference to the source.

Year 7 Assessment Booklet 2025

own.

- Buying, stealing or borrowing another person's work and presenting it as one's
- 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.

Strategies to ensure the authenticity of student responses to tasks

- 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.

Managing Issues of Malpractice

Plagiarism and other forms of academic dishonesty are unacceptable. You should be aware that current rules for cheating and plagiarism still apply to AI. All work should be your own or correctly acknowledged. It is important that you take academic pride and

5 | Page

ownership by submitting original work. If proven, a penalty, including consideration of a

ZERO mark, will be given appropriate to the seriousness of the issue.

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 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.

General Examination procedures

- In a number of courses students will sit examinations. There is no formal examination period in Year 7 and Year 8.
- When completing examinations in classes 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 as required. 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.

Year 7 Assessment Booklet 2025

and other assessment tasks

Misconduct in formal examinations

- 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 tasks. 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 Google Classroom.

- Print out copies of drafts and keep them while the assignment is in progress.
- Bring a copy of the file to school by saving on a cloud, email or on a USB.

Appeals Process

Appeals concerning assessment procedures may only be based on the assessment process. While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgement of a teacher is not grounds for an appeal.

When a student feels that a decision applied to their work is not consistent with the school's assessment policy and procedures, they may appeal to the Head Teacher in the first instance.

Where a student feels that the appeal to the Head Teacher has not been considered, they may appeal to the Principal / Deputy Principal to determine if:

- The weightings specified by the school in its assessment program were followed and conform with NESA's requirements as detailed in the syllabus;
- The procedures used to determine the final assessment marks conform with the issued assessment program; and,
- There are no computational or other clerical errors in the determination of the assessment mark.

To inform students, parents and caregivers of student progress, the school issues Half Yearly School Reports at the end of Term 2 and Yearly Reports at the end of Term 4.

In each subject, student progress will be indicated on the report in three ways.

1. Overall progress and position in the group is indicated by an Assessment Mark. This is calculated by adding together the marks for the assessment tasks, using the weighting scale.
2. Progress in the learning outcomes will be indicated using the Achievement Scale:

Achievement Scale	Achievement Description
Outstanding Achievement	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.
High Achievement	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.
Sound Achievement	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.
Basic Achievement	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Limited Achievement	The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.

3. Other information, including work habits, areas for improvement will be included in the teacher comment.

Illness/misadventure form

This form must be submitted to the appropriate Head Teacher **on the day you return to school** or emailed to the school (balmain-h.school@det.nsw.edu.au). School phone number: 9810 0471

Name: _____ Year: _____

_____ Teacher: _____

Subject: _____ Title of Task: _____

_____ Due date of task: _____ Are you

seeking special consideration for (circle) (a) illness OR (b) misadventure ?

Please provide details and reasons for your request. Attach all necessary medical certificates and other documents.

Parent/caregiver's signature: _____ Date: _____

Student's signature: _____ Date: _____

HEAD TEACHER USE ONLY:

Supporting evidence (attached): Yes No

Was the school notified of the absence? Yes No

Special consideration accepted Yes No

Action: _____

Head Teacher's signature: _____ Date: _____

Year 7 Assessment Booklet **2025****Assessment Planning Calendar Term 1 2025**

Week	Due This Week
Week 1-5 Jan 27	
Week 6 March 3	HSIE Task 1: Ancient Egyptian Artefact Replica
Week 7 March 10	NAPLAN Tuesday to Friday
Week 8 March 17	NAPLAN All Week
Week 9 March 24	Science Task 1: Practical Examination NAPLAN - MONDAY ONLY
Week 10 March 31	Creativity Task 1: Drawing Fundamentals & Printmaking Project English Task 1: Speech Music Task 1: Play, Strum, Read: Unlocking Music
Week 11 April 7	

Year 7 Assessment Booklet **2025****Assessment Planning Calendar Term 2 2025**

Week	Due This Week
Week 1 April 28	PDHPE Task 1: Change and Challenge Case Study
Week 2 May 5	PDHPE Task 2: Dance Performance (ongoing until week 10)

Week 3 May 12	
Week 4 May 19	
Week 5 May 26	Mathematics Task 1: Common Assessment and Validation Test Visual Arts Task 1: Favourites, Portfolio of Works Technology Mandatory Task 1: Project and Folio
Week 6 June 2	
Week 7 June 9	
Week 8 June 16	
Week 9 June 23	
Week 10 June 30	Music Task 2: The Symphony of Sound HSIE Task 2: Landscapes and Landforms Digital Curation

Year 7 Assessment Booklet **2025**

Assessment Planning Calendar Term 3 2025

Week Due this week	
Week 1 July 21	
Week 2 July 28	Creativity Task 2: Balmain Vivid Project
Week 3 Examination August 4	Mathematics Task 2: Examination & Study Sheet, Extension

Week 4 August 11	
Week 5 August 18	English Task 2: Essay
Week 6 August 25	Science Task 2: Cell Model
Week 7 Sept. 1	
Week 8 Sept. 8	
SCHOOL MUSICAL WEEK 2025	
Week 9 Sept. 15	HSIE Task 3: Comparative Liveability Report
Week 10 Sept. 22	PDHPE Task 3: What is Health Topic Test Creativity Task 3: Visual Storytelling & Advertising Design Project

Assessment Planning Calendar Term 4 2025

Week Due this week	
Week 1 Oct. 13	
Week 2 Oct. 20	
Week 3 Oct. 27	Music Task 3: Tension & Release: Electronic Music
Week 4	Visual Arts Task 2: Kaleidoscopes, Portfolio of Works

Nov. 3	English Task 3: Picture Book
Week 5 Examination Nov. 10	Mathematics Task 3: Examination & Study Sheet, Extension Technology Mandatory Task 2: Project and Folio
Week 6 Nov. 17	Creativity Task 4: Food & Agriculture Project Science Task 3: Yearly Examination
Week 7 Nov. 24	
Week 8 Dec. 1	
Week 9 Dec. 8	

Year 7 Assessment Booklet 2025

CREATIVITY

Delivered by: CAPA/TAS Faculty Head Teacher: Ms Thompson/Ms Bean *Students in the Creativity Enrichment class will complete 4 tasks in Year 7. These tasks cover all of Technology Mandatory.*

Task Date Due	Topic	Type of Task	Outcomes Assessed	Weighting
Task 1 Term 1 Week 11	Drawing Fundamentals & Printmaking	Project	VA 4.1 VA 4.3 VA 4.6	20%
Class Component Ongoing Semester 1	Coursework	Project Folio	VA 4.8 VA 4.10	10%
Task 2 Term 3 Week 2	Balmain Vivid	Project	VA 4.4 TE4-2DP TE4-3DP	20%

Task 3 Term 3 Week 10	Visual Storytelling & Advertising Design	Project	MUS 4.4 MUS 4.5 MUS 4.6 TE4-10TS	20%
Task 4 Term 4 Week 6	Food & Agriculture	Project	VA 4.6 TE4-5AG TE4-6FO	20%
Class Ongoing Component Semester 2	Coursework	Project Folio	TE4-1DP TE4-2DP	10%
Total				100%

**NESA Technology Mandatory, Visual Arts, Music Stage 4 outcomes:
Technology Mandatory**

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

Year 7 Assessment Booklet **2025**

Visual Arts

VA 4.1	Uses a range of strategies to explore different artmaking conventions and procedures to make artworks
VA 4.2	Explores the function of and relationships between artist – artwork – world – audience

VA 4.3	Makes artworks that involve some understanding of the frames
VA 4.4	Recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
VA 4.5	Investigates ways to develop meaning in their artworks
VA 4.6	Selects different materials and techniques to make artworks
VA4.7	Explores aspects of practice in critical and historical interpretations of art
VA4.8	Explores the function of and relationships between the artist – artwork – world – audience
VA 4.9	Begins to acknowledge that art can be interpreted from different points of view
VA 4.10	Recognises that art criticism and art history construct meanings

Music

MUS 4.1	Performs in a range of musical styles demonstrating an understanding of musical concepts
MUS 4.2	Performs music using different forms of notation and different types of technology across a broad range of musical styles
MUS 4.3	Performs music demonstrating solo and/or ensemble awareness
MUS4. 4	Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
MUS4. 5	Notates compositions using traditional and/or non-traditional notation
MUS4. 6	Experiments with different forms of technology in the composition process
MUS4. 7	Demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
MUS4. 8	Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
MUS 4.9	Demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
MUS 4.10 MUS 4.11	Identifies the use of technology in the music selected for study, appropriate to the musical context Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform

MUS 4.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Year 7 Assessment Booklet **2025**

ENGLISH

Delivered by: English Faculty Head Teacher: Ms Gammie

Task	Date Due	Topic	Type of Task	Outcomes Assessed	Weighting
Task 1	Term 1 Week 11	Journeys: Memoir Unit	Speech	URB-01 ECA-01 RVL-01	20%
Class Component	Ongoing Semester 1	Reading & Writing	Book Quizzes & Class Tasks	URB-01	10%
Task 2	Term 3 Week 5	Novel Study	Essay	URA-01 URC-01	30%
Task 3	Term 4 Week 4	This is Australia:		ECB-01	30%
		Poetry & Picture	Multimodal	ECA-01	10%
Class Component	Ongoing	Books	Presentation	RVL-01	100%
		Semester 2 Literacy	Book Quizzes	URB-01	
TOTAL					

NESA English Syllabus. Stage 4 outcomes.

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

EN4-ECB uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

Year 7 Assessment Booklet **2025**

HSIE

Delivered by: HSIE Faculty Head Teacher: Mr Pragnell

Task	Date Due	Topic	Type of Task	Outcomes Assessed	Weighting
Task 1	Term 1 Week 6	Ancient Egypt and Investigating the Ancient Past	Artefact ReplicaTask	HT 4.1 HT 4.5 HT 4.8 HT 4.10	25%
Class Component	Ongoing Semester 1	Participation & Engagement Communication and Reflection	Active Citizenship	HT 4.1 HT 4.5 HT 4.8 HT 4.10	10%

Task 2	Term 2 Week 10	Landscapes and Landforms	Digital Curation Task	HT 4.2 HT 4.7 GE 4.1 GE 4.3 GE 4.8	30%
Task 3	Term 3 Week 9	Liveability	Comparative Liveability Study	GE 4.4 GE 4.5 GE 4.6 GE 4.7	25%
Class Component	Ongoing Semester 2	Participation & Engagement Communication and Reflection	Active Citizenship	GE 4.4 GE 4.5 GE 4.6 GE 4.7	10%

TOTAL 100% NESA Geography and History Syllabus. Stage 4 outcomes:

Geography:	
GE4-1	Locates and describes the diverse features and characteristics of a range of 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 the 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:	
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

HT4-5 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 **HT4-10** Selects and uses appropriate oral, written, visual and digital forms to communicate about the past

Year 7 Assessment Booklet 2025

MATHEMATICS

Delivered by: Mathematics Faculty Head Teacher: Mr McDermott

Task	Date Due	Topic	Type of Task	Outcomes Assessed	Weighting
Task 1	Term 2 Week 5	Uncertainty (Making Predictions, Making Decisions)	Common Assessment (20%) and Validation Test (10%)	MAO-WM-01, MA4-INT-C-01, MA4-FRC-C-01, MA4-PRO-C-01, MA4-DAT-C-01, MA4-DAT-C-02	30%
Class Component	Ongoing Semester 1	Semester 1 Topics	Participation & Engagement, Communication, Self-Reflection	MAO-WM-01	10%
Task 2	Term 3 Week 3	Number Relationships (Representing Numbers, Additive and Multiplicative Thinking)	Examination and Study Sheet, Extension Examination	MAO-WM-01, MA4-INT-C-01, MA4-FRC-C-01, MA4-ALG-C-01, MA4-IND-C-01	20%

Task 3 Term 4 Week 5 2D Spatial Relations (Triangles, Quadrilaterals,	Length and Area) Examination Semester 2 Examination and Study Sheet, Extension	Examination Participation & MA4-ANG-C-01, MA4-GEO-C-01, MA4-LEN-C-01, MA4-ARE-C-01, <u>MA4-RAT-C-01</u>	30% Class Component MAO-WM-01, Ongoing Semester 2 Topics Engagement, Communication, <u>Self-Reflection</u> MAO-WM-01 10%
---	--	--	---

TOTAL 100%

NESA Mathematics Syllabus. Stage 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-PRO-C-01 Solves problems involving the probabilities of simple chance experiments
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-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-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-LEN-C-01 Applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems

MA4-ARE-C-01 Applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems

MA4-RAT-C-01 Solves problems involving ratios and rates, and analyses distance–time graphs

Year 7 Assessment Booklet 2025

MUSIC

Delivered by: CAPA Faculty Head Teacher: Ms Thompson

Task	Date Due	Topic	Type of Task	Outcomes Assessed	Weighting
Task 1	Term 1 Week 11	Play, Strum, Read: Unlocking Music	Performance	4.1 4.2	25%
Class Component	Ongoing Semester 1	Coursework	Rehearsal Engagement & Theory Booklet	4.3 4.9	10%
Task 2	Term 2 Week 10	The Symphony of Sound	Aural Skills & Musicology	4.7 4.8	25%

Task 3	Term 4	Week 3	Tension & Release: Digital Electronic Music	4.4 4.5 4.6 30%
Class Component	Ongoing	Semester 2	Coursework	4.7
Class			Google Classroom	4.10 10%

TOTAL 100%

NESA Music Syllabus. Stage 4 outcomes:

4.1	Performs in a range of musical styles demonstrating an understanding of musical concepts
4.2	Performs music using different forms of notation and different types of technology across a broad range of musical styles
4.3	Performs music demonstrating solo and/or ensemble awareness
4.4	Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
4.5	Notates compositions using traditional and/or non-traditional notation
4.6	Experiments with different forms of technology in the composition process
4.7	Demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
4.8	Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
4.9	Demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
4.10	Identifies the use of technology in the music selected for study, appropriate to the musical context
4.11	Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
4.12	Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Year 7 Assessment Booklet 2025

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

Delivered by: PDHPE Faculty Head Teacher: Mr McGregor

Task	Date Due	Topic	Type of Task	Outcomes Assessed	Weighting
Task 1	Term 2 Week 1	Change & Challenge	Theory: Written response	PD4.1 PD4.2 PD4.9	25%
Class Component	Ongoing Semester 1	Communication Participation Engagement	Classwork Key Inquiry Questions Practical Lessons	PD4.1 PD4.4 PD4.8	10%
Task 2	Ongoing until Term 2 Week 10	Movement Skills 'Dance'	Practical	PD4.5 PD4.4 PD4.11	30%

Task 3 Term 3

Week 10 What is Health?

PD4.6 PD4.7 PD4.9
25%

Theory: In Class Topic Test

Class	Component	Participation	Questions	PD4.7 10%
	Ongoing	Engagement	Practical Lessons	
	Semester 2	Classwork	PD4.4	
	Communication	Key Inquiry	PD4.5	

TOTAL 100% NESA PDHPE Syllabus. Stage 4 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

Year 7 Assessment Booklet 2025

SCIENCE

Delivered by: Science Faculty Head Teacher: Ms El-Rakshy

Task	Date Due	Topic	Type of Task	Outcomes Assessed	Weighting
Task 1	Term 1 Week 9	Working Scientifically Forces	Practical Examination	SC4-WS	25%

Class Component	Ongoing Semester 1	Working Scientifically, Forces States of Matter	Class work Participation	SC4-PW SC4-CW SC4-WS	10%
Task 2	Term 3 Week 6	Cells	Cell Model	SC4-WS SC4-LW	25%

Task 3	Term 4	Examination	SC4-CW SC4-PW SC4-LW SC4 -ES SC4-WS
Week 6	All Topics	Yearly	SC4-ES 30%
Class	Component Ongoing Semester 2 Cells,	Mixtures, Classification, Energy Class work	Participation SC4-LW SC4-PW SC4-WS 10%

TOTAL 100% NESA Science Syllabus. Stage 4 outcomes:

4WS	Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
5WS	Collaboratively and individually produces a plan to investigate questions and problems
6WS	Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
7WS	Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
8WS	Selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
9WS	Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
10P W	Describes the action of unbalanced forces in everyday situations
11P W	Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
12E S	Describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
13E S	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
14L W	Relates the structure & function of living things to their classification, survival & reproduction
15L W	Explains how new biological evidence changes people's understanding of the world

16C W	Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
------------------	---

17CW Explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life

Year 7 Assessment Booklet **2025**

TECHNOLOGY

Delivered by: TAS Faculty Head Teacher: Ms Bean *Students will complete one project and folio per semester in Year 7.*

Task	Due Date	Topic	Type of Task	Outcomes Assessed	Weighting
Task 1	Term 2 Week 5	Food Technologies Engineering /systems Materials Technology • Textiles • Metal	Design Project & Folio	TE4-1DP TE4-5AG TE4-6FO TE4-8EH TE4-9MA TE4-10TS	40%
Class Component	Ongoing Semester 1	Collaboration Coursework	Ongoing Class Evaluation	TE4-2DP, TE4-3DP TE4-BEN TE4-4DP TE4-7D1	10%
Task 2	Term 4 Week 5	Food Technologies Engineering /systems Materials Technology • Textiles • Metal	Design Project & Folio	TE4-1DP TE4-4DP TE4-5AG TE4-6FO TE4-8EH TE4-9MA TE4-10TS	40%
Class Component	Ongoing Semester 2	Engagement Collaboration Coursework	Ongoing Class Evaluation	TE4-2DP TE4-3DP TE4-4DP TE4-7D1	10%
Total					100%

NESA Technology (Mandatory). Stage 4 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

Year 7 Assessment Booklet 2025

VISUAL ARTS

Delivered by: CAPA Faculty Head Teacher: Ms Thompson

Task	Date Due	Topic	Type of Task	Outcomes Assessed	Weighting
Task 1	Term 2 Week 5	Favourites	Portfolio of Works	4.1 4.2 4.4 4.5	40%
Class Component	Ongoing Semester 1	Coursework	Artist Studies	4.8	10%
Task 2	Term 4 Week 4	Kaleidoscopes	Portfolio of Works	4.1 4.4 4.5 4.6	40%

Class
Component

Ongoing
Semester 2

Coursework
Communication,
Participation &

Self-Reflection
10%

4.10

TOTAL 100%

NESA Visual Arts Syllabus. Stage 4 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