



# MITCHELL HIGH SCHOOL

Delivering excellence in education since 1964



**YEAR 7**  
2023

# ASSESSMENT HANDBOOK





# MITCHELL HIGH SCHOOL

Respectful, Engaged and Active Learners

## MHS YEAR 7 STUDENTS

### What is an assessment task and why is it so important?

Assessment is the opportunity to show what **you know** and what **you can do**.

Your assessment tasks will help to diagnose your strengths and weaknesses so that teachers can focus their teaching on what you need to learn to be successful at school. You will also find out about areas to concentrate on to improve.

There are assessment tasks in each subject. This will happen in each year of high school and you will be able to access the information in this booklet on the school website: [www.mitchell-h.schools.nsw.edu.au](http://www.mitchell-h.schools.nsw.edu.au)

The tasks that you will complete could be:

- formal examinations
- tests
- assignments
- essays
- creative works
- field studies
- excursion reports
- in-class assessment task.

All assessment tasks contribute towards your achievement and grades and must be completed. The results of this work will be shown in your Half Yearly and Yearly Reports. In-class, you will be given a sheet showing you the assessment schedule for each subject. It will tell you when each assessment task will be held, what you will be assessed on, and what the task is worth. This sheet will be pasted into your exercise book so that you can refer to it throughout the year. You may obtain advice regarding your assessments from your teacher or the Head Teacher of the subject.

**Please remember, you are also required to complete classwork and homework.**

**The Year 7 Assessment Handbook is available on the school's website and Millennium Portal:**

**[www.mitchell-h.schools.nsw.gov.au](http://www.mitchell-h.schools.nsw.gov.au)**

**<https://millennium.education/portal/>**

# THE SCHOOL'S RESPONSIBILITIES

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## The school's responsibility

- Setting relevant, high quality tasks to measure student performance in each subject
- Providing a criteria which will be used to assess the task
- Providing the outcomes which will be assessed in the task
- Adhering to the published assessment task schedule and specifying the mark value for each task
- Using school assessment task proforma for the publication of tasks and ensuring consistency in presentation of information across all subjects
- Maintaining a record of each student's performance on each task and reporting on it
- Providing students with information on their progress

### Please note:

The School reserves the right to make any changes considered necessary after this handbook has been issued. The changes will be advised in writing two weeks prior to the due date of the assessment task affected.

### To complete the assessment task you will need to:

- Carefully read the assessment task issued on the school's proforma and available on your student portal
- Plan and mark the due dates for the tasks in your homework diary and the calendar at the end of this book
- Break the task into small manageable parts and complete it gradually
- Organise any notes, materials and resources that you are using
- Complete any research and keep a list of resources used (bibliography)
- Speak to your teacher if you need help and to check how you are going
- Check that any technology or equipment needed to complete the task is working before the due date
- Correct drafts and complete your presentation
- Complete the feedback/evaluation sheet on your performance on the task
- Keep your drafts in case something happens
- Put your task or any equipment you will need to complete the task in your bag the night before it is due
- Keep a record of your submission of the task
- Keep a record of your results

## Late Regulations

### If you do not complete the task on the due date, you will need to do the following:

Give your class teacher or the Head Teacher of the subject a note from your parents / carers explaining why your assessment task has not been done on the first day back at school after an absence. **If you have a medical certificate this will explain the reason and no penalty will apply.** Bring in your drafts as evidence of attempting the task.

### Please note:

- Unexplained absences are unacceptable because it is a deliberate attempt to advantage yourself.
- Technology failure is not an excuse for late submission of tasks.
- The task must still be handed in and a penalty of 25% of the marks gained each calendar day will be applied. The task will be marked and you will still benefit from the teachers' feedback.

# COMMONLY ASKED QUESTIONS

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## **What if you know in advance that you will be absent?**

If you know that you will be absent with sufficient reason e.g. a funeral, an approved school activity or urgent medical attention, you will need to explain the circumstances in a note, before the absence, to your class teacher and a new due date will be given.

## **What if you have been absent from school?**

When you have missed a lesson, it is your responsibility to check with your class teacher or peers to see if any relevant information about an assessment task has been provided and arrange to catch up the work.

## **What happens when you hand in an assessment task?**

Your class teacher will keep records of the assessment task completed and handed in. An assessment task receipt sheet will be used. In a formal examination, you will complete an examination attendance slip for each subject.

## **Malpractice**

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others.

### **Malpractice includes, but is not limited to:**

- Copying someone else's work in part or in whole, and presenting it as your own;
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- Using material directly from books, journals, CDs or the internet or any other source without reference to the source;
- Building on the ideas of another person without referring to the source;
- Buying, stealing or borrowing another's work and presenting it as your own;
- Damaging another student's work;
- Paying for having someone else complete the task for you;
- Submitting work which another person such as a parent, tutor, subject expert or a sibling has contributed to substantially;
- Breaking published school examination rules;
- Using non approved aides during an assessment task;
- Providing false explanations for work not handed in by the due date;
- Assisting another student to engage in malpractice.

## **What if you copy other people's work?**

A **zero** penalty will be imposed for copying, plagiarism or having someone else do the work for you.

## **What if you do not make a serious attempt or cheat?**

A **zero** penalty will be imposed if you do not make a serious attempt in an assessment task, produce irrelevant or offensive material, or cheat.

### **Please note**

Parents will be informed of any instances of malpractice.

Task Number	Task 1	Task 2	Task 3	Task 4
<b>Nature of Tasks</b>	Storyboarding & Animation	Half-Yearly Exam	Written composition: Persuasive	Yearly Exam
<b>Timing</b>	Term 1 Week 10	Term 2 Weeks 7-8	Term 3 Week 9	Term 4 Week 5
<b>Outcomes Assessed</b>	EN4-1A, EN4-2A EN4-5C EN5-7D	EN4-2A, EN4-3B EN4-4B, EN4-8D	EN4-3B, EN4-5C EN4-6C, EN4-9E	EN4-1A, EN4-3B EN4-5C, EN4-6C
<b>Assessment Weighting</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Components</b>	Viewing Writing Representing	Reading Comprehension Writing	Reading Writing Representing	Reading Comprehension Writing

## English Outcomes

**A student:**

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

Task Number	Task 1	Task 2
<b>Nature of Tasks</b>	Research Assignment	Examination
<b>Timing</b>	Term 1 or 3 Week 8	Term 2 or Term 4 Week 5
<b>Outcomes Assessed</b>	GE4-1, GE4-2, GE4-3, GE-4 GE4-5, GE4-6, GE4-7, GE4-8	GE4-1, GE4-2, GE4-3, GE-4 GE4-5, GE4-6, GE4-7
<b>Assessment Weighting</b>	<b>50%</b>	<b>50%</b>

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





Task Number	Task 1		Task 2	
<b>Nature of Tasks</b>	Investigating the Ancient Past		Yearly Examination	
<b>Timing</b>	Term 1 Week 10	Term 3 Week 7	Term 2 Weeks 7 & 8	Term 4 Week 5
<b>Outcomes Assessed</b>	HT4.1, HT4-5, HT4-6, HT4.7, HT4-8 HT4-10		HT4-1, HT4.2, HT4.3, HT4.4, HT4.5 HT4.6, HT4-9	
<b>Assessment Weighting</b>	<b>40%</b>		<b>60%</b>	

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



Task Number	Task 1	Task 2	Task 3	Task 4
<b>Nature of Tasks</b>	Class Test	Class Test	Assignment	Yearly Examination
<b>Timing</b>	Term 1 Week 8	Term 2 Week 6	Term 3 Week 5	Term 4 Week 5
<b>Outcomes Assessed</b>	MA4-4NA MA4-1WM MA4-2WM MA4-3WM MA4-18MG	MA4-4NA MA4-5NA	MA4-8NA MA4-5NA MA4-9NA	MA4-15MG MA4-10NA MA4-8NA MA4-9NA MA4-1WM
<b>Assessment Weighting</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>

## Mathematics Outcomes

**A student:**

<b>MA4-1WM</b>	communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
<b>MA4-2WM</b>	applies appropriate mathematical techniques to solve problems
<b>MA4-3WM</b>	recognises and explains mathematical relationships using reasoning
<b>MA4-4NA</b>	compares, orders and calculates with integers, applying a range of strategies to aid computation
<b>MA4-5NA</b>	operates with fractions, decimals and percentages
<b>MA4-6NA</b>	solves financial problems involving purchasing goods
<b>MA4-7NA</b>	operates with ratios and rates, and explores their graphical representation
<b>MA4-8NA</b>	generalises number properties to operate with algebraic expressions
<b>MA4-9NA</b>	operates with positive-integer and zero indices of numerical bases
<b>MA4-10NA</b>	uses algebraic techniques to solve simple linear equations
<b>MA4-11NA</b>	creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
<b>MA4-12MG</b>	calculates the perimeters and area of plane shapes.
<b>MA4-13MG</b>	uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
<b>MA4-14MG</b>	uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
<b>MA4-15MG</b>	performs calculations of time that involve mixed units, and interprets time zones
<b>MA4-16MG</b>	applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
<b>MA4-17MG</b>	classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
<b>MA4-18MG</b>	identifies and uses angle relationships, including those related to transversals on sets of parallel lines
<b>MA4-19SP</b>	Collects, represents and interprets single sets of data, using appropriate statistical displays
<b>MA4-20SP</b>	Analyses single sets of data using measures of location, and range



## Personal Development, Health and Physical Education (Stage 4) Year 7 (2023) Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	Task 4
<b>Nature of Tasks</b>	This is Me	Moving with Skill and Style	Yearly Examination	World Games on the Court
<b>Timing</b>	Term 1 Week 8	Term 2 Week 5	Term 4 Week 5	Term 4 Week 5
<b>Outcomes Assessed</b>	PD4-2, PD4-3, PD4-6	PD4-4, PD4-5, PD4-10 PD4-11	PD4-1, PD4-2, PD4-3 PD4-6, PD4-7, PD4-8 PD4-9, PD4-10	PD4-4, PD4-5, PD4-10 PD4-11
<b>Assessment Weighting</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

### Personal Development, Health and Physical Education Outcomes

**A student:**

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

Task Number	Task 1	Task 2	Task 3
Nature of Tasks	Depth Study	Research Task	Yearly Examination
Timing	Term 2 Week 4	Term 3 Week 6	Term 4 Week 2
Outcomes Assessed	SC4-16CW, SC4-4WS SC4-5WS, SC4-6WS SC4-7WS, SC4-9WS	SC4-7WS, SC4-14LW	SC4-11PW, SC4-13ES SC4-14LW, SC4-16CW SC4-2VA
Assessment Weighting	<b>30%</b>	<b>35%</b>	<b>35%</b>

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



Task Number	Task 1	Task 2
<b>Nature of Tasks</b>	Project 1 (Technology Specific)	Project 2 (Technology Specific)
<b>Timing</b>	Term 2 Week 6	Term 4 Week 6
<b>Outcomes Assessed</b>	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP TE4-5AG, TE4-7DI, TE4-9MA	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP TE4-5AG, TE4-7DI, TE4-9MA
<b>Assessment Weighting</b>	<b>50%</b>	<b>50%</b>

### Technology Mandatory Outcomes

**A student:**

#### Design and Production Skills

<b>TE4-1DP</b>	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
<b>TE4-2DP</b>	plans and manages the production of designed solutions
<b>TE4-3DP</b>	selects and safely applies a broad range of tools, materials and processes in the production of quality projects
<b>TE4-4DP</b>	designs algorithms for digital solutions and implements them in a general-purpose programming language

#### Knowledge and Understanding

<b>TE4-5AG</b>	investigates how food and fibre are produced in managed environments
<b>TE4-6FO</b>	explains how the characteristics and properties of food determine preparation techniques for healthy eating
<b>TE4-7DI</b>	explains how data is represented in digital systems and transmitted in networks
<b>TE4-8EN</b>	explains how force, motion and energy are used in engineered systems
<b>TE4-9MA</b>	investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
<b>TE4-10TS</b>	explains how people in technology related professions contribute to society now and into the future



# MITCHELL Technology Mandatory – Digital Technologies (Stage 4)

## HIGH SCHOOL Year 7 (2023) Internal Assessment Schedule

Task Number	Task 1	Task 2
<b>Nature of Tasks</b>	Project 1 (Technology Specific)	Project 2 (Technology Specific)
<b>Timing</b>	Term 2 Week 7	Term 4 Week 6
<b>Outcomes Assessed</b>	TE4-1DP, TE4-2DP, TE4-3DP TE4-4DP, TE4-7DI	TE4-1DP, TE4-2DP, TE4-3DP TE4-4DP, TE4-7DI
<b>Assessment Weighting</b>	<b>50%</b>	<b>50%</b>

### Technology Mandatory Outcomes

<b>A student:</b>	
<b>Design and Production Skills</b>	
<b>TE4-1DP</b>	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
<b>TE4-2DP</b>	plans and manages the production of designed solutions
<b>TE4-3DP</b>	selects and safely applies a broad range of tools, materials and processes in the production of quality projects
<b>TE4-4DP</b>	designs algorithms for digital solutions and implements them in a general-purpose programming language
<b>Knowledge and Understanding</b>	
<b>TE4-7DI</b>	explains how data is represented in digital systems and transmitted in networks

Task Number	Task 1	Task 2	Task 3	Task 4
<b>Nature of Tasks</b>	Case Study (Critical and historical studies)	BOW and VAPD (Artmaking) ongoing practical task completed in class	Yearly Examination (Critical and historical studies)	BOW and VAPD (Artmaking)
<b>Timing</b>	Term 1 Week 10	Term 2 Week 2	Term 3 Week 10	Term 4 Week 2
<b>Outcomes Assessed</b>	4.7, 4.8	4.1, 4.2, 4.3	4.9, 4.10	4.4, 4.5, 4.6
<b>Assessment Weighting</b>	<b>15%</b>	<b>30%</b>	<b>25%</b>	<b>30%</b>

<b>Visual Arts Outcomes</b>	
<b>A student:</b>	
<b>4.1</b>	uses a range of strategies to explore different artmaking conventions and procedures to make artworks
<b>4.2</b>	explores the function of and relationships between Artist – Artwork – World – Audience
<b>4.3</b>	makes artworks that involve some understanding of the frames
<b>4.4</b>	recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the Visual Arts
<b>4.5</b>	investigates ways to develop meaning in their artworks
<b>4.6</b>	selects different materials and techniques to make artworks
<b>4.7</b>	explores aspects of practice in critical and historical interpretations of art
<b>4.8</b>	explores the function of and relationships between the Artist – Artwork – World – Audience
<b>4.9</b>	begins to acknowledge that art can be interpreted from different points of view
<b>4.10</b>	recognises that art criticism and art history construct meanings

# MITCHELL HIGH SCHOOL

WE INSPIRE

WE MOTIVATE

WE CARE

WE TEACH

**MITCHELL HIGH SCHOOL**