



# **Gunnedah High School**

## **2025**

### **Year 7 Assessment Booklet**



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

## Introduction

Welcome to the Stage 4, Year 7 Assessment Booklet. This document has been developed to provide students and parents with information regarding assessment for Year 7 courses in 2025 at Gunnedah High School.

Students, parents and caregivers are urged to read this booklet carefully. If there are sections that are unclear students should arrange an interview with their supervising Year Adviser to discuss and gain clarity or be directed to the appropriate staff member for support.

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## Message from the Executive Principal

**Gunnedah High School respectfully acknowledges the Kamilaroi People on whose land we learn and work together.**

### Principal's Message



Dear Year 7 Students,

Welcome to your very first Year 7 Assessment Booklet! As you embark on this exciting journey through secondary school, we are thrilled to support you in your academic and personal growth.

This year marks the beginning of an important chapter in your education. The assessments outlined in this booklet have been carefully designed to help you reflect on the knowledge and skills you have developed in each subject, while also encouraging you to challenge yourself to always do your best. Remember, assessments are not just about the marks you receive; they are an opportunity to learn, improve, and grow in confidence.

At Gunnedah High School, we believe in the core values of **Respect, Responsibility, and Doing Your Best**. These values are central to everything we do. Show respect for yourself, your peers, your teachers, and the wider school community. Take responsibility for your learning and actions and always strive to give your best effort in every task. By doing so, you will not only succeed academically but also develop the qualities that will serve you well throughout your life.

As you complete each task, remember that mistakes are part of the learning process, and growth comes from pushing yourself beyond your comfort zone. Take pride in your progress and keep an open mind, knowing that every step you take brings you closer to your goals.

We are incredibly proud of the hard work, determination, and resilience that Year 7 students demonstrate, and we are excited to see all that you will achieve in this important year. Embrace each assessment as an opportunity to showcase your abilities, reflect on your learning, and set the stage for a successful future.

Wishing you all the best of luck in your assessments and beyond. Together, we will achieve great things.

Mr Darren Monte

**Executive Principal**

## Lines of communication

This information is provided to you to facilitate communication between home and Gunnedah High School. Most concerns at Gunnedah High School can be resolved very quickly if directed to the correct staff member. To assist you and your child, the flow chart below details the lines for effective communication within the school.

**Please note the school office/reception hours are:**

**8:30am – 3:15pm Monday to Friday**

### Teaching and Learning

#### Subject Teacher

Issues relating to specific subjects, learning and teaching, which include assignments and examinations, homework, resources and equipment, are directed to the class teacher.

#### Faculty Head Teacher

If the issue is unable to be resolved please contact the faculty Head Teacher who will work with you, your child and the subject teacher to resolve the issue.

### Wellbeing

#### Year Adviser

Issues relating to student wellbeing, illness and notes, issues at home, uniform requirements, student health, day to day arrangements, are directed to the Year Advisor.

#### Head Teacher Wellbeing or Deputy Principal

If the issue is unable to be resolved or is of a more serious nature contact either the DP or HT Wellbeing for support. You may also wish to contact the School Counsellor, AEO, Clontarf or Stars Academy personnel.

### Executive Principal

Appointments can be made through the front office.

## Assessment

The purpose of assessment is to assist students learning, determine a students' achievement in a course, evaluate and improve teaching and learning programs and provide evidence of satisfactory completion of courses.

NSW Education Standards Authority (NESA) has advocated 'assessment for learning' not just assessment for accountability. Assessment that enhances learning recognises that learners use their current understanding to discover, construct and incorporate new skills, knowledge and understanding.

**Assessment for learning** encourages self-assessment and peer assessment with students developing strategies to allow them to actively monitor and evaluate their own learning.

**Formal assessment** is based on a standards-referenced framework. There are significant benefits of student learning using this approach. Learning is enhanced when students have a clear understanding of what is expected of them. It is important that students understand what is to be learnt and the level of achievement that they will need to demonstrate.

## Tasks

Each course's **assessment schedule** includes the following key elements:

- The **number of assessment tasks** required for the course
- The **nature of the task**
- The **timing** of assessment tasks throughout the course
- The General Capabilities and Skills required within the task
- Both **formal and informal** assessment tasks

Assessment tasks are designed to assess a range of **knowledge, skills, and understanding** related to the syllabus outcomes. These tasks may take various forms, including but not limited to:

1. Tests
2. Written assignments
3. Practical activities
4. Oral tasks
5. Fieldwork
6. Projects

## Notification of Tasks

Individual assessment schedules include notification of when assessment tasks are due, however provide some flexibility to take into account student learning both individually and as a class, programming and delivery timeframes. Therefore, in Year 7, assessment task timing is provided as early term, mid-term or late term within the schedules and exact times provided throughout the term to students. Teachers will provide written notification for each formal assessment task, outlining specific task details, at least 2 weeks prior to the task due date.

## Submission of Tasks

Assessments should be handed in on the due date either directly to the classroom teacher during the period you have the subject or via Google Classroom by 3:15 pm unless otherwise stated on the Assessment Notification. If submitting through Google Classroom, ensure that the task is uploaded before the deadline to avoid any technical issues.

Students **must not under any circumstances leave a piece of work on a teacher's desk** as no record will have been established of its presentation.

## Late submission of tasks

At Gunnedah High School we believe in fostering responsibility and time management skills among our students. To support these goals while maintaining academic integrity.

It is the student's responsibility to communicate with the teacher about any difficulties in meeting deadlines before the due date. Teachers will work with students to offer reasonable accommodations where possible. Students who frequently submit late work will be provided with additional support to help improve their time management skills.

If a task is not submitted by the due date, the task will still need to be submitted to meet course requirements. The task will be marked and returned to the student with feedback.

If a student experiences exceptional circumstances (such as illness, family emergencies, etc.) that affect their ability to submit work, they should inform the teacher as soon as possible. Extensions or alternative arrangements may be made in these cases.

## Task feedback

Students will receive meaningful, timely feedback on their performance in each task. Course teachers may provide feedback to students prior to task submission to support progress however they will ensure any assistance maintains the integrity of the assessment task ensuring equal opportunity for all students to receive feedback from their course teachers and faculty Head Teachers.

Feedback will normally be provided as a comment either orally or written from the course teacher, based on the criteria for assessing learning and/or the marking



guidelines, a raw mark, and/or ranked position within the course cohort.

### **Plagiarism (use of Chat-GPT or the like)**

Plagiarism (use of Chat-GPT) Plagiarism is submitting work that is someone else's work or ideas, words, expressions, arguments, drawings, graphics, maps, video programs or digital files. Plagiarism also includes summaries of someone else's work and paraphrasing of information without acknowledging the author. Plagiarism is dishonest, unethical and not permitted by NESA. Work which is not a student's own work will not be accepted. Plagiarism of any form will result in the student being awarded a zero-mark and a letter sent home informing their parents.

### **Non-Serious attempts**

A non-serious attempt includes inappropriate language and answers and minimal effort in completing the assessment task. A non-serious attempt at an assessment task may lead to the student being awarded a zero-mark and a letter sent home informing parents. The Head Teacher, in consultation with the teachers involved, will determine whether an attempt is non-serious and if so, it will count as a non-attempt. If this is the case, the student will be awarded a zero-mark and a letter sent home to inform their parents.

### **Cheating**

Cheating is any attempt to gain an unfair advantage over other students or to complete a task in a dishonest way. If this is the case, the student will be awarded a zero-mark and a letter sent home to inform their parents.

### **Disrupting a Test or Examination**

Any student causing a disruption in a test or examination will be awarded a zero mark and a letter sent home to inform their parents.

<b>If Malpractice is suspected by a teacher – plagiarism, use of Chatgpt, cheating or disruption during formal assessment</b>
The student's work in question will be referred to the Head Teacher and/or Deputy Principal for further investigation.
<b>If malpractice is confirmed</b>
The task will be awarded a zero mark, and the student/s and parent/s advised accordingly. A school letter will be sent home.
<b>The mark awarded is a zero</b>
Students will be expected to complete and submit the task on an alternate date to demonstrate satisfactory completion of the course.

### **School Support Services**

Gunnedah High School is committed to supporting all students to achieve their potential. We provide a number of support services which aim to assist students to succeed with their studies.

Your subject teacher is best positioned to provide you with support. It is important that you communicate with your teacher if you are experiencing difficulties within the course. Alternatively, you can raise any concerns with the subject Head Teacher.

Additionally, Gunnedah High School provides each year group with a Year Advisor who are positioned to have a general understanding of your overall well-being. Year Advisors can also direct you to the appropriate support.

In some cases, Gunnedah High School will provide case management by the Learning Support Team for individual students, which involves a coordinated approach to accessing services including:

- Course Teachers
- Learning and support team
- Head Teacher Teaching and Learning
- The Think Tank/Tutors
- School Counsellor
- Faculty Head Teachers
- External Agencies
- School Learning Support Officers
- Learning and Support Teachers

We are here to support you throughout your studies. It is important that you understand the requirements of each course and seek assistance when necessary.

For further information please contact the school on 67 420155.

## **Adjustments and Disability Provisions**

Adjustments enable a student with a temporary or permanent disability to access syllabus outcomes and content on the same basis as their peers. Adjustments include:

- adjustments to the assessment process; examples include additional time, rest breaks, the use of a reader and/or writer or specific technology
- adjustments to assessment activities; examples include rephrasing questions, using simplified language or alternative formats for questions.
- alternative formats for responses; examples include writing in point form instead of essays, scaffolded structured responses, short objective questions, or multimedia presentations

Disability provisions assist students to read examination questions and write their answers. Provisions include rest breaks and extra time. The use of any provision is not written on the student's results.



Students may need provisions for:

- a permanent condition, such as diabetes or reading difficulty
- a temporary condition, such as a broken arm, or
- an intermittent condition, such as back pain when sitting for long periods.

Provisions help students to show the markers what they know and can do.

To apply for provisions, contact our Head Teacher Teaching and Learning or the Deputy Principal Inclusion and Support. To support the process evidence may be utilised including medical reports, reading results, spelling results, writing samples and teacher comments.

## **GHS Think Tank**

Gunnedah High School recognises the importance of students developing study habits to effectively manage the demands of assessment and course learning tasks. Homework provides a vital role in the learning process. Its purpose is to reinforce and expand on classroom learning, helping students deepen their understanding of concepts, prepare for future lessons, and demonstrate progress.

To provide additional support and learning opportunities, Think Tank operates out of the learning hub in the school's library twice a week. The sessions include – Homework assistance, Assessment task guidance, Literacy and numeracy support, Study guides, High performance and extension challenges. Teachers, SLSOs and the student leadership team are involved to support a positive and inclusive environment.

The Think Tank is open on Monday afternoons between 3:30 – 4:30pm and Wednesday mornings between 8:00 – 9:00am. All students are welcome, and healthy snacks are provided.

## Course Assessment Task Schedules

### English – Stage 4 – Year 7 Assessment Schedule – 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional on-balance judgement with consideration given to achievement in both formal and informal assessment activities.

#### Formal Tasks

Task Number	Task 1	Task 2
Nature of Task	Writing Task	Writing Task
Timing	Late Term 2	Late Term 3
Outcomes Assessed	EN4-URA-01, EN4-URB-01, EN4-ECA-01, EN4-ECB-01	EN4-URA-01, EN4-ECA-01, EN4-ECB-01

#### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
<ul style="list-style-type: none"> <li>• Writing in response to a novel</li> <li>• Reviewing film texts</li> <li>• Literacy skills</li> <li>• Study Guide Questions</li> <li>• Character Profiles</li> <li>• Multimodal task</li> </ul>	<ul style="list-style-type: none"> <li>• Script writing</li> <li>• Reading tasks</li> <li>• Journal writing</li> <li>• Collaborative Posters</li> <li>• Diary Entries</li> <li>• Storyboards</li> <li>• Reflective Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Visual representations</li> <li>• Poetry writing</li> <li>• Speech</li> <li>• Creative Writing</li> <li>• Film Reviews</li> <li>• PEEL Paragraphs</li> <li>• Editing and Drafting</li> </ul>

## History – Stage 4 – Year 7 Assessment Schedule – 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional on-balance judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task Number	Task 1	Task 2
Nature of Task	Otzi Research Presentation	
Timing	Late Term 3	
Outcomes Assessed	HT4-6 HT4-8 HT4-9 HT4-10	

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:
<ul style="list-style-type: none"><li>• Writing task</li><li>• skills/fieldwork,</li><li>• literacy task,</li><li>• research task,</li><li>• open book examination.</li></ul>

## Geography – Stage 4 – Year 7 Assessment Schedule – 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional on-balance judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task Number	Task 1	Task 2
Nature of Task	Geomorphic Hazards Speech	
Timing	Late Term 1	
Outcomes Assessed	GE4-1 GE4-2 GE4-5 GE4-8	

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:
<ul style="list-style-type: none"><li>• Writing task</li><li>• Topic test</li><li>• skills/fieldwork,</li><li>• literacy task,</li><li>• research task,</li><li>• open book examination.</li></ul>

## Mathematics – Stage 4 – Year 7 Assessment Schedule – 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional on-balance judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task Number	Task 1	Task 2
Nature of Task	Half Yearly Exam	Yearly Exam
Timing	Term 2 Week 4	Term 4 Week 4
Outcomes Assessed	MAO-WM-01, MA4-INT-C-01, MA4-IND-C-01, MA4-LIN-C-01 MA4-ALG-C-01, MA4-INT-C-01, MA4-FRC-C-01	MAO-WM-01, MA4-EQU-C-01, MA4-ANG-C-01, MA4-GEO-C-01, MA4-FRC-C-01, MA4-LEN-C-01, MA4-ARE-C-01, MA4-VOL-C-01

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Pre and post topic testing/quiz Quick Questions – at the beginning of each lesson Group work/in class tasks Practical tasks (eg: estimating, measuring, including participation)	Classwork/bookwork checks Homework Class observations/asking & answering questions Peer marking Research and investigation projects in class.	Use of graphing technology

## Science – Stage 4 – Year 7 Assessment Schedule – 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional on-balance judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task Number	Task 1	Task 2
Nature of Task	Skills test	End of year Exam
Timing	Early to mid-term 2	Mid to late term 4
Outcomes Assessed	CW1 and WS	ALL

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
<ul style="list-style-type: none"> <li>Practical tasks</li> <li>Class work</li> <li>evaluating and challenging views through group discussions</li> <li>cooperative group work, team assignments and investigations, including the allocation of specific roles and responsibilities</li> <li>group-prepared presentations on a range of topics for a variety of purposes and audiences</li> <li>group critiques/team challenges, including the use of technology to aid preparation, delivery and student accountability (eg wiki, blogs)</li> <li>mixed-ability and differentiated group activities as appropriate</li> <li>strategic questioning to determine individual level of understanding</li> <li>manipulation of materials to demonstrate conceptual understanding of key concepts.</li> </ul>	<ul style="list-style-type: none"> <li>paired tasks (think-pair-share, brainstorming, email sharing and forums)</li> <li>student question/answer sets, including students creating their own content in Learning Management Systems</li> <li>student response partners, such as offering constructive feedback about student work in relation to criteria.</li> <li>listening and viewing tasks</li> <li>teacher/student discussions or conferences</li> <li>student participation in practical activities and demonstrations</li> </ul>	<ul style="list-style-type: none"> <li>active involvement in cooperative activities</li> <li>observation of students as they participate in and engage during learning activities, such as listening to students' use of language and application of skills to new contexts and the integration of ICT</li> </ul>



## Personal Development, Health and Physical Education (PDHPE) – Stage 4 – Year 7 Assessment Schedule – 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional on-balance judgement with consideration given to achievement in both formal and informal assessment activities.

We would like to inform you that all Stage 4 PDHPE classes at Gunnedah High School will utilise **formative assessments only**. These assessments are designed to support and guide your child's learning journey by providing ongoing feedback on their progress and understanding. Formative assessments focus on skill development, active participation, and individual improvement rather than formal grading. This approach encourages students to engage meaningfully in their learning, build confidence, and strive for personal growth. Should you have any questions or wish to discuss this further, please do not hesitate to contact the PDHPE Head Teacher.

### Formal Tasks

Task Number	Task 1	Task 2
Nature of Task	Identifying Health Practices (PRE AND POST TESTING)	Outlines upstanding behaviours (PRE AND POST TESTING)
Timing	Week 4 and Week 9 Term 1	Week 1 and Week 5 Term 3
Outcomes Assessed	PD4-1 PD4-2 PD4-7	PD4-9 PD4-10

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
<ul style="list-style-type: none"> <li>• Writing in response to text</li> <li>• Skill level during a range of physical activities and sports.</li> <li>• ICT tasks</li> <li>• Analysing health data</li> <li>• Ability</li> <li>• Students create a visual representation of a health-related topic, such as balanced eating or mental health tips.</li> <li>• Write brief reflections after lessons on what was learned and how it applies to personal life.</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement and teamwork in modified versions of sports or creative games.</li> <li>• Encourage peer feedback to evaluate sportsmanship and collaboration.</li> <li>• Assess mastery of basic skills (e.g., dribbling in basketball, passing in soccer, sprinting techniques).</li> <li>• Peer or self-assessment rubrics can complement teacher observations.</li> </ul>	<ul style="list-style-type: none"> <li>• Enact real-life health scenarios, like managing peer pressure or making healthy choices.</li> <li>• Assessed on creativity and application of health knowledge.</li> <li>• Participation in group discussions or debates about health topics like screen time or benefits of exercise.</li> <li>• Participation in problem-solving challenges or group tasks, such as designing a new game.</li> </ul>

## Music – Stage 4 – Year 7 Assessment Schedule – 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional on-balance judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task Number	Task 1	Task 2
Nature of Task	Performance	a) Composition b) Listening
Timing	Term 1 or 3 Week 10	Term 2 or 4 Week 6
Outcomes Assessed	4.1, 4.2, 4.3	4.4, 4.5, 4.6, 4. 7, 4.8, 4.9.

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:
<ul style="list-style-type: none"><li>• In class discussion</li><li>• In class writing task</li><li>• Literacy and numeracy activities</li><li>• Practical performances</li><li>• Written responses</li></ul>

## Visual Art – Stage 4 – Year 7 Assessment Schedule – 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional on-balance judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task Number	Task 1	Task 2
<b>Nature of Task</b>	<b>'COURSE CONSTRUCT'</b> Introduction tasks <b>'ELEMENTS OF DESIGN'</b> Artmaking Practice Historical/Critical Practice	<b>'LETS FACE IT'</b> Portraits Artmaking Practice Historical/Critical Practice
<b>Timing</b>	Term 1 or 3 Week 8	Term 2 or 4 Week 5-6
<b>Outcomes Assessed</b>	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:
<ul style="list-style-type: none"> <li>• Art diary</li> <li>• Practical artworks</li> <li>• Artist study</li> <li>• Collection of artworks</li> <li>• Class discussion</li> <li>• Written responses</li> </ul>

## Technology Mandatory – Stage 4 – Year 7 Assessment Schedule – 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional on-balance judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task Number	Task 1	Task 2
Nature of Task	Project Based Task	Project Based Task
Timing	Term 1 Week 8	Term 2 Week 8
Outcomes Assessed	Announced depending on class rotation	Announced depending on class rotation

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
<ul style="list-style-type: none"> <li>- <b>Class Discussions:</b> Engaging students in discussions about their projects or technology concepts can provide insight into their understanding.</li> <li>- <b>Peer Assessments:</b> Allowing students to assess each other's work can help them reflect on their learning and gain different perspectives.</li> <li>- <b>Observations:</b> Teachers can observe students during practical tasks and group work to assess their skills and collaboration abilities.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Journals or Learning Logs:</b> Encouraging students to maintain a journal or log of their learning experiences can help track their progress and thought processes.</li> <li>- <b>Project Presentations:</b> Having students present their projects to the class can assess their communication skills and their ability to articulate their ideas.</li> <li>- <b>Self-Assessment:</b> Encouraging students to evaluate their own work can help them develop self-reflection skills.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Feedback Sessions:</b> Conducting informal feedback sessions where students can share their thoughts on each other's work can enhance their critical thinking.</li> </ul>

