



Year 7
Assessment Handbook
2025



Creating Our Future
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Education

2025 YEAR 7 ASSESSMENT HANDBOOK

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Information for Students and Parents/Caregivers

The following material is provided for the information of students at Toormina High School and their parents/caregivers regarding assessment and class work that will be used to determine the grades for each student.

The information is provided in a question/answer format to highlight key information which students and their parents/carers should be aware. It is not definitive, and reference should be made to NSW Education Standards Authority (NESA) policy documents. **Read it thoroughly** and keep it handy for reference.

What should I be aiming to achieve?

- ◇ The best possible results for my courses.
- ◇ Good school reports to enhance my job prospects and/or demonstrate that I am capable of proceeding to the Record of School Achievement.
- ◇ It is necessary for the completion of the mandatory curriculum requirements for years 7 and 8 for students to be eligible for a Record of School Achievement.

What are the responsibilities of Year 7 students?

Year 7 students should:

- ◇ Complete each assessment task and class exercises to the best of their ability
- ◇ Demonstrate through effort and achievement that they have met all the course outcomes
- ◇ Follow all the procedures outlined in this booklet

What must I do to have satisfactorily studied a course?

The NSW Education Standards Authority (NESA) expects students to have followed the course developed or endorsed by NESA and

- ◇ Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- ◇ Achieved some or all the course outcomes
- ◇ Seriously attempted all assessment tasks.

What is an assessment task?

An assessment task is a set piece of work or activity, designed to measure a student's performance in the subject being studied against the standards of that subject. Assessment tasks include tests, assignments, essays, examinations, practical projects, performances, speaking and/or listening exercises.

How are grades awarded in my school report?

You will receive a grade against the course outcomes studied each semester, the overall effort and approaches to learning.

Course Outcomes

The course outcomes are based on NSW Education Standards Authority subject outcomes, which are available in the syllabus documents on the NESA website.

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Overall Achievement

Achievement	Grade	Achievement Description
Outstanding	A	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 to new situations.
High	B	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	C	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	D	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	E	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.

Overall Effort

Achievement	Grade	Achievement Description
Excellent	A	The student completes all set tasks and homework and actively participates in all class activities.
Good	B	The student attempts and completes most set tasks and homework. The student participates in all class activities.
Satisfactory	C	The student completes some class tasks and some homework. The student participates in most class activities.
Below Standard	D	The student attempts some class tasks, with tasks and homework often incomplete. The student occasionally participates in class activities.
Unsatisfactory	E	The student attempts very few class tasks, and homework is rarely completed. The student seldom participates in class activities.

Approach to Learning

This demonstrates a student's approach to their learning and work habits using the scale:

- ◇ Consistently,
- ◇ Usually,
- ◇ Sometimes
- ◇ Rarely.

Are other class exercises and homework important?

Yes, other exercises, which are not detailed in this booklet are still valuable learning tasks and may be used in the calculation of a student's skills and abilities for the determination of grades.

Such tasks are important and should always be attempted to the best of a student's ability. It is by doing these exercises that students learn the skills of the subject and demonstrate their knowledge and abilities to meet the outcomes of the course. These tasks are also important in helping teachers recognise problems or weaknesses, which students need to overcome to achieve their best possible result in each course they study.

How much warning will I be given for an assessment task?

You will be given at least two weeks warning for any assessment task. You should regard the dates in this schedule as your notice of a due task. Use a diary to map these tasks on your term overview sheets.

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How do I submit assessment tasks?

It is the responsibility of students to submit work for assessment directly to the teacher and ensure that the receipt is noted.

What if I am absent from an assessment task?

Students must make a **genuine attempt** at assessment tasks. All assessment tasks must be completed. If an attempt at a particular task scores a zero, it is the teacher's professional judgment if it is a genuine attempt.

If you are absent from school on the day of your assessment task, you will need to fill in an application form headed "**APPLICATION FOR MISADVENTURE / ILLNESS / OTHER**" You will need to make this request **within TWO days** following your absence, and you will have to show that you were away for a legitimate reason.

This form can be obtained from your Year Advisor, the front office, the Toormina High School website.

If you were absent for a medical reason, you will need to attach a doctor's certificate. The completed form needs to be given to your class teacher. A letter from your parent(s)/care giver is **NOT** acceptable.

If you are aware in advance that you will be absent for an assessment task, then you are required to submit the form headed "**REQUEST FOR EXTENSION OF TIME AND/OR SUBSTITUTE TASK**" **PRIOR** to the assessment task taking place.

If the reason for the absence is considered legitimate then the school may give you the same task at a later date, give you a substitute task, or (in exceptional cases ONLY) give you an estimate for the task based on other information. **It is clearly most important that you be present for assessment tasks.**

If the Principal considers that your absence was not for a legitimate reason you will receive **zero** for that task.

What if I hand in a task late?

You will receive zero marks, unless you have gained an extension of time. Extensions will only be granted in exceptional circumstances and must be arranged prior to the due date for the task.

Absence from school on the due date will not necessarily ensure an extension. Each case will be treated on its merits.

To request an extension, you must fill out the form headed "**REQUEST FOR EXTENSION OF TIME AND/OR SUBSTITUTE TASK**". This form can be obtained from your Year Advisor, the front office, the Toormina High School website or copied from this booklet. If you were absent for a medical reason, you will need to attach a doctor's certificate. The completed form needs to be given to your class teacher.

What about students who cheat or plagiarise assessment tasks?

If the Principal is satisfied that you cheated in any assessment task, a zero award will be made.

Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your results.

Will my parents be informed if I default in assessment tasks?

A letter will be sent home if you fail to hand in an assessment task, or get zero marks for some other reason such as cheating, copying, plagiarism etc.

Where else can I get information regarding assessment?

Students can access information from the NSW Education Standards Authority (NESA) website and can also speak to their teachers and their Year Advisors.

What are the rules around using AI in assessments?

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Plagiarism and other forms of academic dishonesty are not acceptable in any academic setting. All work you submit must be entirely your own or properly acknowledged if you use any external sources. Taking pride in your academic work means submitting original content that reflects your own understanding and skills.

Keep in mind that AI can be unreliable. While it can assist with tasks, it requires careful oversight by a human. AI has the potential to generate biased, harmful, or inaccurate content, and it may present false information or citations. Relying on AI without proper verification could compromise the quality of your submissions and affect your academic performance.

Where can I get help with citations and referencing?

With the rise of generative AI and the vast array of available sources, it's essential to accurately reference any work that is not your own. Proper referencing helps maintain academic integrity and will also be beneficial when using tools like Turnitin or other plagiarism detection software, including those designed to identify AI-generated content.

If you need help with referencing or understanding how to properly cite sources, don't hesitate to reach out. Your class teacher and Mrs. Gillingham are available to assist you with any questions or concerns you may have. They can provide guidance to ensure that your work meets academic standards and is properly acknowledged.

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Assessment Calendar

	Week:1	Week: 2	Week: 3	Week: 4	Week: 5	Week: 6	Week: 7	Week: 8	Week: 9	Week: 10	Week: 11
Term 1 2025	No Students				Geography		NAPLAN 7			Mathematics Technology	Science
							Assessment Free Week		English		
Term 2 2025	Music	PDHPE	Assessment Free Week	Half Yearly Examination				Music	English		No Week 11 No Week 11 No Week 11 No Week 11
Term 3 2025					Music	Mathematics Technology	Geography	English	Science		
Term 4 2025			Assessment Free Week	Yearly Examinations		Music Technology					

Examinations

Half Yearly Examinations
Geography
Mathematics
Science

Yearly Examinations
English
Geography
Mathematics
PDHPE
Science

English

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Poetry	Visual Literacy	Life Stories	Genre	
	Term: 1 Week: 9	Term: 2 Week: 9	Term: 3 Week: 9	Term: 4 Week: 4/5	
	Outcomes Assessed				
	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECB-01	EN4-URA-01, EN4-URB-01, EN4-URC-01	EN4-RVL-01, EN4-URB-01, EN4-ECA-01	EN4-URB-01, EN4-URC-01, EN4-ECB-01	
Total %	25	25	25	25	100
Course Outcomes:					
EN4-RVL-01	Uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction				
EN4-URA-01	Analyses how meaning is created through the use of and response to language forms, features and structures				
EN4-URB-01	Examines and explains how texts represent ideas, experiences And values				
EN4-URC-01	Identifies and explains ways of valuing texts and the connections between them				
EN4-ECA-01	Creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas				
EN4-ECB-01	Uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts				

Geography

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Landscapes and Landforms Research Task	Water in the World Skills Task	Place and Liveability Writing Task (Essay)	Yearly Examination	
	Term: 1 Week: 5	Term: 2 Week: 4/5	Term: 3 Week: 8	Term: 4 Week: 4/5	
	Outcomes Assessed				
	GE4-1, GE4-5, GE4-2, GE4-8	GE4-3, GE4-7, GE4-8	GE4-4, GE4-6, GE4-8	GE4-3, GE4-4, GE4-6, GE4-7, GE4-8	
Landscapes and Landforms	25				25
Place and Liveability			25		25
Water in the World		25			25
Interconnections				25	25
Total %	25	25	25	25	100
Course Outcomes:					
GE4-1	Locates and describes the diverse features and characteristics of a range of places and environments				
GE4-2	Describes processes and influences that form and transform 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 their 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.				

Mathematics

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Working Mathematically Test	Formal Examination	Assignment	Formal Examination	
	Term: 1 Week: 10	Term: 2 Week: 4/5	Term: 3 Week: 7	Term: 4 Week: 4/5	
	Outcomes Assessed				
	MAO-WM-01	MAO-WM-01 MA4-INT-C-01 MA4-FRC-C-01 MA4-DAT-C-01	MAO-WM-01 MA4-ANG-C-01 MA4-LEN-C-01 MA4-ARE-C-01 MA4-GEO-C-01	MAO-WM-01 MA4-ALG-C-01 MA4-RAT-C-01 MA4-EQU-C-01	
Total %	20%	30%	20%	30%	100 %
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-RAT-C-01	Solves problems involving ratios and rates, and analyses distance–time graphs				
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-EQU-C-01	Solves linear equations of up to 2 steps and quadratic equations of the form $ax^2=c$				
MA4-LIN-C-01	Creates and displays number patterns and finds graphical solutions to problems involving linear relationships				
MA4-LEN-C-01	Applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems				
MA4-PYT-C-01	Applies Pythagoras' theorem to solve problems in various contexts				
MA4-ARE-C-01	Applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems				
MA4-VOL-C-01	Applies knowledge of volume and capacity to solve problems involving right prisms and cylinder				
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-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-pro-c-01 solves problems involving the probabilities of simple chance experiments				
MA4-PRO-C-01	Solves problems involving the probabilities of simple chance experiments				

Personal Development, Health & Physical Education

Components	Task 1	Task 2	Task 3	Weighting %
	Practical	Healthy Habits Assessment	Yearly Examination	
	Semester 1 & 2	Term: 2 Week: 2	Term: 4 Week: 4/5	
	Outcomes Assessed			
	4.4, 4.5, 4.8, 4.11	4.1, 4.2, 4.6, 4.7, 4.9	4.1, 4.2, 4.3, 4.6, 4.10	
Knowledge and Understanding	15	15	20	50
Skills	35	10	5	50
Total %	50	25	25	100
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			
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			

Science

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Scientist Research Task	Half Yearly Examination	Environmental report	Yearly Examination	
	Term: 1 Week: 11	Term: 2 Week: 4/5	Term: 3 Week: 10	Term: 4 Week: 4/5	
	Outcomes Assessed:				
	SC4-7WS, SC4-9WS.	SC4-4WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-10PW.	SC4-4WS, SC4-6WS, SC4-7WS.	SC4-4WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-10PW, SC4-12ES, SC4-14LW.	
Knowledge		10	10	20	40
Skills	10	5	15	5	35
Book/Topic Tests/Practical		10		15	25
Total %	10	25	25	40	100
Outcomes:					
SC4-4WS	Uses scientific tools and instruments for observations				
SC4-5WS	Identifies questions and makes predictions to guide scientific investigations				
SC4-5WS	Plans safe and valid investigations				
SC4-7WS	Follows a planned procedure to undertake safe and valid investigations				
SC4-8WS	Uses a variety of ways to process and represent data				
SC4-9WS	Uses data to identify trends, patterns and relationships, and draw conclusions				
SC4-12WE	Identifies problem-solving strategies and proposes solutions				
SC4-14LW	Communicates scientific concepts and ideas using a range of communication forms				
SC4-16CW	Explains how observations are used by scientists to increase knowledge and understanding of the universe				

Technology Mandatory

Components	Task 1	Task 2	Task 3	Weighting %
	Practical component and E-Folio	Practical component and E-Folio	Practical component and E-Folio	
	Term: 1 Week: 10	Term: 3 Week: 7	Term: 4 Week: 6	
	Outcomes Assessed:			
	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	
Total %	35%	35%	30%	100%
Outcomes:				
TE4-1DP	Designs, communicates, and evaluates innovative 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			
TE4-13	Evaluates the impact activities related to food on the individual, society, and the environment			

Music

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Performance	Performance and Quiz	Composition	Performance and Quiz	
	Instruments and the Blues	Australian Music	Music In Multimedia	Rock and Pop Music	
	Term: 2 Week: 1	Term: 2 Week: 8	Term: 3 Week: 6	Term: 4 Week: 6	
	Outcomes Assessed:				
	4.1, 4.2, 4.2	4.7, 4.8, 4.9	4.4, 4.5, 4.6, 4.10	4.1, 4.2, 4.3	
Performing	20	20		20	60
Composing			20		20
Listening		10		10	20
Total %	20	30	20	30	100
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 the 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				