Year 7 2013
Student handbook
Student assessment policy statement
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INTRODUCTION

“Be diligent to present yourself approved to God as a workman who does not need to be ashamed”. (2 Timothy 2:15)

Snowy Mountains Christian School is committed to a system of ongoing assessment of student performance which includes:

- formative and summative appraisal,
- end-of-semester examinations,
- regular informal and formal reporting to parents, as well as
- formal semester reports.

The assessment procedures are founded on the principle that assessment should be for learning as well as accountability. From the school’s viewpoint, assessment is therefore designed to enhance teaching and improve learning. Assessment allows for evaluation of knowledge, strategies and skills already achieved and identification of the knowledge, strategies and skills that should be included in future programming and assessment.

All assessment tasks will give students opportunities to produce work that will lead to the development of knowledge and achievement of the desired strategies and skills.

Snowy Mountains Christian School aims to conduct the assessment program in an open and equitable manner. We encourage students to view their assessment as a positive process - one which opens the way to steady academic improvement if the student is willing to take responsibility for their learning and approach their work in a systematic and disciplined manner.

The Snowy Mountains Christian School Assessment Policy has been designed so that no student can be unfairly advantaged or disadvantaged by the School’s system of assessment. Assessment at Snowy Mountains Christian School encourages progressive development of skills and knowledge while ensuring:

- Consistency across subjects and courses
- Fairness in marking and reporting
- The use of a variety of assessment task types, such as written work, oral presentations, electronic and practical tasks
- Co-ordination of the assessment program to ease the load on students.

The Snowy Mountains Christian School Assessment Policy reflects the concern of the community with justice and the dignity of each person. Assessment is a process of gathering information about your achievement at various stages in the given course. The variety of tasks set assesses a wide range of syllabus objectives and outcomes. Many tasks are in assignment form; others are in examination form. Some assessment tasks will be completed totally in class time, while others will require work to be completed at home.

REASONS FOR ASSESSMENT

Formal student assessment traditionally has performed an important role in the overall education of children and continues to do so by:

- enabling accurate monitoring of student progress;
- providing teachers with an opportunity to diagnose and address learning difficulties;
• giving teachers the opportunity to give praise and encouragement to students at all levels of achievement with regard to the progress the students are making in their studies;
• facilitating effective reporting of student progress to parents;
• providing for accountability and assessment of the quality of education provided by the school; and
• allowing objective, consistent and continuous assessment

GENERAL ASSESSMENT PRINCIPLES

General principles which apply to assessment include:

1. Assessment tasks should assess the knowledge and skills objectives, and outcomes of the syllabus.

2. The assessment task should relate as closely as possible to the outcomes to be assessed. Over the whole programme the full range of relevant outcomes should be covered.

3. Both formal assessment tasks and informal assessment have a place. Most of the assessment information collected will come from formal tasks undertaken by every student in the class. Informal observation can be used to assist in determining or confirming a student’s level of achievement. Informal observations will, at most, be only a minor contributor in the assessment process used for determining grades.

4. Students should be advised of the nature, relative importance and timing of any assessment tasks.

5. Students will be made aware, in general terms, of the assessment arrangements at the beginning of each course. More substantial information will be given in a timely fashion, in accordance with SMCS’s Assessment Policy.

6. Students should be given feedback on their achievement in each task. The feedback may take the form of oral or written comments, a grade or a mark or a combination of some of these. Feedback may not always be appropriate when tasks are informal or if observations are made outside any planned assessment task. For planned tasks and learning activities students should be given feedback on their achievement. Disagreements over the accuracy of a teacher’s assessment for a task should be resolved when the task is returned. Where no agreement can be reached the matter should be discussed with the Principal.

REPORTING

Reporting is an important outcome of assessment. It serves a number of functions for a variety of audiences. Parents, students, the school and the community need to have feedback about student performance and achievement.

Reporting in Years 7 – 10 coincides with assessment periods, i.e. at the end of Terms 2 and 4. Written reports are sent home twice a year (at the end of each semester). The Reports are completed in duplicate. The original is sent to parents and the copy is kept on file for future reference by teachers.
The report is intended to convey to parents and students an honest and objective indication of the students’ academic progress and the level of achievements and efforts made to satisfy the requirements of the course. In the comments section, the report should point out any needs or weaknesses, acknowledge strengths and achievements, and offer encouragement and advice.

Reports are written by the subject teacher, commented upon where necessary by the homeroom/pastoral teacher, then passed on to the Principal for signing and comment before delivery to parents.

In addition, consultations are held with parents at the end of Term 2 or early Term 3 following presentation of the End-of–Semester Report. Should further consultations be considered necessary for individual students, these may be initiated by class teachers, school executive or parents.

The aim of the Assessment programme is to provide an indication of students’ attainments based on:

- a wider range of syllabus objectives than can be tested by half yearly and yearly examinations. The assessment allows due weight to be given during a course to student achievement which, although evident to the class teacher, may not be adequately assessed in an examination alone; and

- measures and observations throughout the course rather than in examinations; and

- their values and attitudes (not assessed for reporting)

**SCHEDULES OF ASSESSMENT TASKS**

a) Assessment tasks, set by teachers of the various subjects, are scheduled throughout the course. Students undertake a series of assessment tasks to demonstrate:

- satisfactory progress in their Stage 4 Courses, and
- achievement of a selection of course outcomes as required by the Board of Studies.

Teachers assess students’ work, give marks for the submitted tasks and maintain records of the marks.

b) A schedule of assessment tasks in each subject will be provided to students at the beginning of Year 7. Students must ensure that they refer to this record so that tasks can be planned well in advance of the due dates.

c) Students will be given a minimum of 14-calendar days written notice the precise date on which an assessment task is due. It is the responsibility of the student who is absent to find out if any assessment tasks have been announced during his/her absence.
SUBMISSIONS OF ASSESSMENT WORKS

a) **Students are expected to submit their assessment tasks by the due date. Extensions will not be granted for technical difficulties experienced (including printing difficulties) while producing the final assessment task.**

b) Extensions of time may be granted only in very exceptional circumstances. Students are not to consider that extensions of time will be automatically granted for assessment tasks. In very exceptional circumstances, it is the student’s responsibility to liaise with the relevant teacher on, or prior to, the due date.

   If a student has completed an assessment task and is unable to submit it on the due date, the teacher must be contacted prior to or on that day, so that arrangements can be made for the submission of the task.

In 2013, late submission of assessment tasks will attract 10% penalty per day (including weekends).

c) When a candidate fails to submit an Assessment Task on time, or sit for an Examination at the scheduled time without making an application on an Illness/Misadventure form, zero marks (0%) will be awarded for a non-attempt. A Warning Letter will be issued. (See Appendix 1)

   When a candidate considers he/she has a valid reason for not submitting an Assessment Task on time, or sitting for an Examination at the scheduled time (eg. illness, misadventure or circumstance beyond the student’s control) he/she can apply in writing on, or prior to the due date for an extension of time explaining the reason or, in unforeseen circumstances, he/she may make application on an Illness/Misadventure Form (See Appendix 2) as soon as possible after the due date.

   **If the application is upheld**, a new due by date will be set or a substitute task may be given. If a substitute task is given the candidate will be notified in writing of the final date for completion of the Assessment Task or the date for sitting the Examination. In exceptional circumstances, where the completion of a substitute task is not feasible, the Secondary Coordinator may authorise the use of an estimate based on other appropriate evidence.

   **If the application is declined** a Warning Letter (see Appendix 1) will be issued and zero marks (0%) will be awarded for a non-attempt.

d) Vacations taken outside normal school holidays will not normally be accepted as valid reason for absence from, or non-submission of an assessment task. Applications for vacations must be made in writing to the principal

e) Failure to submit an assessment task on the due date because of proven truancy (that is, an unauthorised absence) will automatically result in zero marks being awarded for that task.
APPEALS (non submitted tasks)

a) On Appeal, a Review Panel, consisting of the Secondary Coordinator and others as deemed necessary, will determine the validity of the circumstances of work submitted late.

The Panel will require from the student:

- evidence of notification of absence from the task;
- a written statement from the parents explaining the absence;
- a doctor's certificate, where illness, injury or accident is involved.

b) If it is found by the Panel that the circumstances are valid, they will consider whether:

- the original assessment task is to be accepted;
- a substitute different task is to be set and completed;
- a duplicate task is to be set and completed; and/or
- a recommendation be made to the Principal that an estimate be authorised.

APPEALS (submitted tasks)

A student may appeal to the class teacher about the mark or result given to a completed task within 48 hours.

A student may appeal in writing, to the Principal, against any decision made concerning Illness/Misadventure/Non-Completion of a Task Examination within seven (7) days of notification.

MALPRACTICE IN ASSESSMENT TASKS

A Review Panel, consisting of the Deputy Principal and others as deemed necessary, will adjudicate on claims/accusations of cheating and plagiarism (passing off others work as your own). Proven dishonesty or plagiarism in an assessment task will result in a zero mark. Students should acknowledge all sources in assessment tasks including internet websites.

CHANGES TO ASSESSMENT TASK SCHEDULES

a) On occasions, some minor aspect of a course's assessment task programme may need to be changed (eg. timing, instruments used). When the need arises, teachers will negotiate with students an acceptable solution for the majority within the abovementioned guidelines.

b) Notification of changes will be given to students in writing at least 7 days before the intended alteration.
RESULTS

It is each student’s responsibility to do all that he or she possibly can to obtain the best possible result in every part of the course. Students are encouraged to discuss results from assessment tasks with the class teacher, immediately they receive their results.

ATTENDANCE AND LEAVE OF ABSENCE

An unsatisfactory record of attendance can jeopardise the satisfactory completion of a course. The Principal will consider these functions:

- the nature and duration of the absence,
- the standing of the student within the course at the time of the absence,
- the student’s prior attendance, application and achievement.
- ability and commitment of the student to compensate for the classroom experiences missed.

Leave may be granted to cover absence from the school’s educational program for short periods, provided that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected.

In cases of prolonged absence and/or where the Principal is not satisfied that course completion criteria can be met or progress can be maintained because of the absence, the Principal may judge that meeting course outcomes is not possible. As far as possible, early warning of the consequences for a student for such an absence will be given.

In the case of prolonged or recurring illness or injury, a medical certificate will be accepted as satisfactory evidence of legitimate absence.

Any unsatisfactorily explained absence, if its length or pattern is extensive, may result in a course(s) not being satisfactorily completed. Warning letters (appendix 1) to the student/parent will indicate how the absence may result in non-completion of course requirements and will set out the steps necessary for the student to satisfactorily complete the course(s).

Course completion criteria

A student will be considered to have satisfactorily completed a course if, in the Principal’s view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by the Board; and
- applied himself/herself with diligence and sustained effort to each of the set tasks and experiences provided in the course by the school; and
- achieved some or all of the outcomes

Students who do not meet the above criteria are in danger of receiving a “N” (non-completion) determination. In this case, the Principal will advise the student and his/her parents or guardian, in writing, in time for the problem to be corrected.

If the first warning letter is not effective, a further warning letter will be sent.

After a second warning letter, the Principal may then require the student to reattempt the course.
Stage 4

Year 7
Assessment Schedules

2013
## YEAR 7 ASSESSMENT – 2013

<table>
<thead>
<tr>
<th>TASK NO.</th>
<th>NATURE OF TASK</th>
<th>OUTCOMES ASSESSED</th>
<th>DUE DATE</th>
<th>% OF FINAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Speech/speech evaluation</td>
<td>1, 6, 9, 11</td>
<td>Term 1: Week 7</td>
<td>15%</td>
</tr>
<tr>
<td>2.</td>
<td>Semester Examination</td>
<td>1, 2, 4, 5, 8</td>
<td>Term 2: Week 7</td>
<td>20%</td>
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<tr>
<td>3.</td>
<td>Portfolio</td>
<td>1, 2, 3, 7, 10</td>
<td>Term 3: Week 5</td>
<td>15%</td>
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<tr>
<td>4.</td>
<td>Creative Writing</td>
<td>1, 2, 6, 7, 11</td>
<td>Term 3: Week 9</td>
<td>20%</td>
</tr>
<tr>
<td>5.</td>
<td>Semester Examination</td>
<td>1, 2, 4, 10</td>
<td>Term 4: Week 7</td>
<td>30%</td>
</tr>
</tbody>
</table>

**TOTAL**                                                                                               **100**
## YEAR 7 ASSESSMENT – 2013

<table>
<thead>
<tr>
<th>TASK NO.</th>
<th>NATURE OF TASK</th>
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<th>DUE DATE</th>
<th>% OF FINAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Written Task</td>
<td>4.1,4.2,4.3,4.4</td>
<td>Term 1 : Week 7</td>
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<tr>
<td>2.</td>
<td>Oral Assessment</td>
<td>4.1,4.2,4.3,4.6,4.8</td>
<td>Term 2 : Week 4</td>
<td>10%</td>
</tr>
<tr>
<td>3.</td>
<td>Semester Examination</td>
<td>4.14.1,4.2,4.3,4.4,4.6,4.8</td>
<td>Term 2 : Week 7</td>
<td>20%</td>
</tr>
<tr>
<td>4.</td>
<td>Written Task</td>
<td>4.1,4.2,4.3,4.4</td>
<td>Term 3 : Week 6</td>
<td>10%</td>
</tr>
<tr>
<td>5.</td>
<td>Oral Assessment</td>
<td>4.7,4.9</td>
<td>Term 4 : Week 4</td>
<td>10%</td>
</tr>
<tr>
<td>6.</td>
<td>Semester Examination</td>
<td>4.1,4.2,4.3,4.4,4.5,4.9,4.10</td>
<td>Term 4 : Week 7</td>
<td>20%</td>
</tr>
<tr>
<td>7.</td>
<td>Class work / Field work</td>
<td>4.1,4.2</td>
<td>Term 4 : Week 7</td>
<td>20%</td>
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</table>

| TOTAL    |                      |                                       |                     | 100              |
## YEAR 7 ASSESSMENT – 2013

<table>
<thead>
<tr>
<th>TASK NO.</th>
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<th>DUE DATE</th>
<th>% OF FINAL GRADE</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>In class essay</td>
<td>4.1, 4.4, 4.5, 4.6, 4.8</td>
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<td>15%</td>
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<tr>
<td>2.</td>
<td>Semester Examination</td>
<td>4.2, 4.3, 4.7, 4.9</td>
<td>Term 2 : Week 7</td>
<td>20%</td>
</tr>
<tr>
<td>3.</td>
<td>Presentation</td>
<td>4.2, 4.3, 4.4, 4.5, 4.10</td>
<td>Term 3 : Week 4</td>
<td>15%</td>
</tr>
<tr>
<td>4.</td>
<td>Assignment</td>
<td>4.2, 4.3, 4.4, 4.6</td>
<td>Term 3 : Week 9</td>
<td>20%</td>
</tr>
<tr>
<td>5.</td>
<td>Semester Examination</td>
<td>4.2, 4.3, 4.7, 4.9, 4.10</td>
<td>Term 4 : Week 7</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
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## YEAR 7 ASSESSMENT – 2013

<table>
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<tr>
<th>TASK NO.</th>
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<th>DUE DATE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Class Test</td>
<td>NS 3.1-3.4, 4.1, 4.2</td>
<td>Term 1: Week 11</td>
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</tr>
<tr>
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<td></td>
<td>SGS 4.2</td>
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<tr>
<td>2.</td>
<td>Semester Examination</td>
<td>NS 3.1-3.4, 4.1, 4.2</td>
<td>Term 2: Week 7</td>
<td>20</td>
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<tr>
<td></td>
<td></td>
<td>SGS 4.2</td>
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<td></td>
<td></td>
<td>PAS 4.1-4.5</td>
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<tr>
<td>3.</td>
<td>Class Test</td>
<td>NS 3.1-3.4, 4.1-4.4</td>
<td>Term 3: Week 10</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SGS 4.1, 4.2</td>
<td></td>
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<td></td>
<td></td>
<td>PAS 4.1-4.5</td>
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<tr>
<td>4.</td>
<td>Project/Investigation</td>
<td>WMS 4.1-4.5</td>
<td>Term 4: Week 3</td>
<td>20</td>
</tr>
<tr>
<td>5.</td>
<td>Semester Examination</td>
<td>NS 3.1-3.4, 4.1-4.4</td>
<td>Term 4: Week 7</td>
<td>30</td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td>MS 4.1, 4.2, 4.3</td>
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**TOTAL** 100
# YEAR 7 ASSESSMENT – 2013

<table>
<thead>
<tr>
<th>TASK NO.</th>
<th>NATURE OF TASK</th>
<th>OUTCOMES ASSESSED</th>
<th>DUE DATE</th>
<th>% OF FINAL GRADE</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Practical evaluation</td>
<td>4.4, 4.5, 4.13, 4.14</td>
<td>Term 1: Week 10</td>
<td>15%</td>
</tr>
<tr>
<td>2.</td>
<td>Semester Examination</td>
<td>4.1, 4.2, 4.3, 4.9, 4.10, 4.11, 4.12, 4.15, 4.16</td>
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<td>18%</td>
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<tr>
<td>3.</td>
<td>Practical evaluation</td>
<td>4.4, 4.5, 4.13, 4.14</td>
<td>Term 2: Week 8</td>
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<tr>
<td>4.</td>
<td>Written Paper</td>
<td>4.1, 4.2, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.15</td>
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<td>10%</td>
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<tr>
<td>5.</td>
<td>Practical evaluation</td>
<td>4.4, 4.5, 4.13, 4.14</td>
<td>Term 3: Week 7</td>
<td>15%</td>
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<tr>
<td>6.</td>
<td>Practical evaluation</td>
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<td>Term 4: Week 6</td>
<td>15%</td>
</tr>
<tr>
<td>7.</td>
<td>Semester Examination</td>
<td>4.7, 4.9, 4.12, 4.15, 4.16</td>
<td>Term 4: Week 7</td>
<td>12%</td>
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**TOTAL** | **100**                |
## YEAR 7 ASSESSMENT – 2013

<table>
<thead>
<tr>
<th>TASK NO.</th>
<th>NATURE OF TASK</th>
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<tbody>
<tr>
<td>1.</td>
<td>Experiment and Safety Quiz</td>
<td>4.13, 4.14, 4.18, 4.20, 4.23, 4.25</td>
<td>Term 1: Week 7</td>
<td>15%</td>
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<td>2.</td>
<td>Chemistry Practical</td>
<td>4.13, 4.14, 4.15, 4.17, 4.18, 4.19, 4.20, 4.22, 4.23, 4.25</td>
<td>Term 1: Week 10</td>
<td>20%</td>
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<tr>
<td>3.</td>
<td>Semester Examination</td>
<td>4.1, 4.2, 4.3, 4.4, 4.7, 4.23, 4.25, 4.26, 4.27</td>
<td>Term 2: Week 7</td>
<td>15%</td>
</tr>
<tr>
<td>4.</td>
<td>Circuit Practical</td>
<td>4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20</td>
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<tr>
<td>5.</td>
<td>Circuit Quiz</td>
<td>4.1, 4.2, 4.3, 4.4, 4.6</td>
<td>Term 3: Week 7</td>
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<td>6.</td>
<td>Semester Examination</td>
<td>4.1, 4.2, 4.3, 4.4, 4.8, 4.10, 4.25, 4.26</td>
<td>Term 4: Week 7</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
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<table>
<thead>
<tr>
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<th>% OF FINAL GRADE</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>Performances</td>
<td>4.1,4.2,4.12</td>
<td>4 performances throughout semester</td>
<td>20%</td>
</tr>
<tr>
<td>2.</td>
<td>Listening/Composing</td>
<td>4.4,4.6,4.7,4.11</td>
<td>Continuous assessment</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>Semester Examination</td>
<td>4.7</td>
<td>Term 2 : Week 7</td>
<td>10%</td>
</tr>
<tr>
<td>4.</td>
<td>Performances</td>
<td>4.1,4.2,4.12</td>
<td>4 performances throughout semester</td>
<td>20%</td>
</tr>
<tr>
<td>5.</td>
<td>Listening/Composing</td>
<td>4.4,4.6,4.7,4.11</td>
<td>Continuous assessment</td>
<td>20%</td>
</tr>
<tr>
<td>6.</td>
<td>Semester Examination</td>
<td>4.7</td>
<td>Term 4 : Week 7</td>
<td>10%</td>
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**TOTAL** 100
### Technology (Mandatory)

#### YEAR 7 ASSESSMENT – 2013

<table>
<thead>
<tr>
<th>TASK NO.</th>
<th>NATURE OF TASK</th>
<th>OUTCOMES ASSESSED</th>
<th>DUE DATE</th>
<th>% OF FINAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Portfolio Part A</td>
<td>4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.4.1, 4.6.1, 4.6.2</td>
<td>Term 2: Week 5</td>
<td>25%</td>
</tr>
<tr>
<td>2.</td>
<td>Woodwork Project</td>
<td>4.1.1, 4.3.1, 4.3.2, 4.5.1, 4.5.2</td>
<td>Term 2: Week 6</td>
<td>25%</td>
</tr>
<tr>
<td>3.</td>
<td>Portfolio Part B</td>
<td>4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.4.1, 4.6.1, 4.6.2</td>
<td>Term 4: Week 5</td>
<td>25%</td>
</tr>
<tr>
<td>2.</td>
<td>Built Environment Project</td>
<td>4.1.1, 4.3.1, 4.3.2, 4.5.1, 4.5.2</td>
<td>Term 4: Week 6</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
# Visual Art

## YEAR 7 ASSESSMENT – 2013

<table>
<thead>
<tr>
<th>TASK NO.</th>
<th>NATURE OF TASK</th>
<th>OUTCOMES ASSESSED</th>
<th>DUE DATE</th>
<th>% OF FINAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Art works portfolio</td>
<td>4.1, 4.2, 4.3, 4.4, 4.5, 4.6</td>
<td>4 submissions throughout semester</td>
<td>40%</td>
</tr>
<tr>
<td>2.</td>
<td>Class participation / Field trip</td>
<td>4.7, 4.8, 4.9, 4.10</td>
<td>Continuous assessment</td>
<td>10%</td>
</tr>
<tr>
<td>4.</td>
<td>Art works portfolio</td>
<td>4.1, 4.2, 4.3, 4.4, 4.5, 4.6</td>
<td>4 submissions throughout semester</td>
<td>40%</td>
</tr>
<tr>
<td>5.</td>
<td>Class participation / Field trip</td>
<td>4.7, 4.8, 4.9, 4.10</td>
<td>Continuous assessment</td>
<td>10%</td>
</tr>
</tbody>
</table>

**TOTAL** 100
Date: ____________________

Dear [Parent/Guardian]

Re: OFFICIAL WARNING – Non-completion of a Course

I am writing to advise that your son/daughter __________________________________________________________ is in danger of not meeting the Course Completion Criteria for _______________________________________________________________.

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _____ (1st; 2nd) official warning we have issued concerning ________________________________________________________________.

Course Completion Criteria

Where it is determined that a student has not met the Course completion Criteria, they place themselves at risk of receiving an ‘N’ (non-completion of course) determination.

___________________________________________________________________ ☐ is a mandatory course

To date, ___________________________________________ has not satisfactorily met the Course Completion Criteria by not:

☐ following the course developed or endorsed by the Board; and
☐ applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
☐ achieving some or all of the course outcomes
The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made.

In order for _______________________________ to satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed:

<table>
<thead>
<tr>
<th>Task Name/Course Requirement/Course Outcome</th>
<th>Date Task Initially Due (if applicable)</th>
<th>Action Required by student</th>
<th>Date to be completed by (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Please discuss this matter with _______________________________ and contact the school if further information or clarification is needed.

Yours sincerely

_________________________  ___________________________
Class Teacher              Deputy Principal

PLEASE DETACH THIS SECTION AND RETURN TO THE SCHOOL

REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A COURSE

✓ I have received the letter dated ___________________________ indicating that ______________________________ is in danger of not having satisfactorily completed ________________________________

(course name)

Parent/Guardian’s signature: ___________________________ Date: ______________

Student’s signature: ___________________________ Date: ______________
ILLNESS AND MISADVENTURE/NON-COMPLETION OF TASK OR EXAMINATION

STUDENT: ____________________________ Class: _____________
Course: ______________________________ Teacher: _____________
Due Date for Uncompleted Task: __________ day ___/___/___
Description of TASK/EXAMINATION

Assessment weighting: ______% 
I have been unable to:  ☐ Submit the task on or before the due date. 
                        ☐ Attempt the task/examination on the required date.

REASON: ______________________________________________________

Teacher’s comment:
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Leave granted by College: (Yes/No). The student (has/has not) now submitted this task.

Teacher’s Signature: ____________________________ Date: ___/___/___

Decision (based on all evidence supplied):
(a) Further extension of time: Until new due date ___/___/___ ☐
(b) Alternative task to be undertaken. ☐
(c) Estimate to be given. ☐
(d) No penalty, because of acceptable extenuating circumstances. ☐
(e) Submitted late without acceptable reason, so mark of 0% to be recorded. ☐
(f) Zero mark for non-attempt to be recorded for this task. ☐

Deputy Principal Signature: ____________________________ Date: ___/___/___

I (do/do not) wish to appeal against this decision. Reason for appeal:
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Appeal to be heard on __________________________ at _______am/pm in Room _____.
Result of Appeal: Upheld/Dismissed. Consequences:
___________________________________________________________________________________
___________________________________________________________________________________

Copy handed to student or posted to parent/guardian/care provider OR given to independent student on ___/___/___