



EXCELLENCE – INNOVATION – OPPORTUNITY – SUCCESS

YEAR 7 ASSESSMENT BOOKLET 2025

PORT MACQUARIE CAMPUS

Hastings Secondary College, Port Macquarie Campus

Year 7 Course Outline and Assessment Book

Introduction

The purpose of this document is to provide parents and students a broad outline of the course content students will be studying and a summary of the marks allocated for the formal assessment of student achievement in each course.

Deputy Principal		Year 7 Advisors	
Mrs Anna Brain	anna.brain2@det.nsw.edu.au	Mr Tim Gilchrist	timothy.gilchrist2@det.nsw.edu.au
		Mrs Louise Newbound	louise.newbound1@det.nsw.edu.au

Faculty Head Teachers

Administration (relieving)	Mrs Louise Newbound	louise.newbound1@det.nsw.edu.au
CAPA (relieving)	Ms Leanne Moxon	leanne.moxon@det.nsw.edu.au
English (relieving)	Miss Bonnie Moss	bonnie.moss3@det.nsw.edu.au
HSIE	Mrs Monika Smith	monika.dimaio@det.nsw.edu.au
Learning Support (relieving)	Mr Shaun Betts	shaun.betts3@det.nsw.edu.au
Mathematics (relieving)	Mrs Jeanette Starr	jeanette.starr@det.nsw.edu.au
PDHPE (relieving)	Mr Michael Sanderson	michael.sanderson@det.nsw.edu.au
Science	Ms Lisa Hall	lisa.hall20@det.nsw.edu.au
TAS (relieving)	Mr Leon Ruhl	leon.ruhl1@det.nsw.edu.au
Wellbeing	Ms Michelle Kelly	michelle.kelly47@det.nsw.edu.au

Term Dates for Students

Term 1 commences	Thursday 6 th February
Term 1 concludes	Friday 11 th April (11 weeks)
Term 2 commences	Wednesday 30 th April
Term 2 concludes	Friday 4 th July (10 weeks)
Term 3 commences	Tuesday 22 nd July
Term 3 concludes	Friday 26 th September (10 weeks)
Term 4 commences	Tuesday 14 th October
Term 4 concludes	Friday 19 th December (10 weeks)

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NESA Requirement for the Record of School Achievement



The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC). It is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

To receive a RoSA, students must attend school until the final day of Year 10.

They must also complete the following mandatory Years 7-10 curriculum requirements.

English: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.

Mathematics: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.

Science: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.

Human Society and its Environment: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.

Languages Other than English: 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.

Technological and Applied Studies: Our Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.

Creative Arts: Two hundred hours to be completed, consisting of our 100-hour mandatory courses in each of Visual Arts and Music.

Personal Development, Health and Physical Education: Our mandatory 300-hour course to be completed.

This integrated course is to be studied in each of Years 7–10.

More information can be found at

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

Assessments

Types of Assessment

Assessment is a process of gathering information about student achievement at various stages in a course. At Hastings Secondary College, we use a variety of assessment strategies to assess performance across a range of syllabus outcomes. The nature of tasks varies within and across courses – they include assignments, projects, fieldwork and reports, oral presentations, tests and examinations, portfolios, practical investigations, long term pieces of work and performances. Students may participate in a variety of formal and informal assessment tasks of an ongoing nature (journals, portfolios, bookwork, and classwork) in a calendar year.

Formative Assessment

Formative assessment (sometimes referred to as **assessment for learning** or **assessment as learning**) involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. It usually occurs throughout the teaching and learning process to clarify student learning and understanding. It also encourages students as their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

Summative Assessment

Summative assessment assists teachers in using evidence of student learning to assess achievement against outcomes and standards. It usually occurs at defined key points or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

The General Capabilities



The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century. They encompass knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances.

All students in year 7 will be assessed alongside the capabilities, which will be addressed through the content of the learning areas.

Notification of tasks

Students will be informed, in writing, of the set dates and details of each assessment task, at least two weeks prior to the task. Details will include

- the nature of the task
- the outcomes being assessed
- the weighting of the task
- due date for the task

All tasks to be completed out of class will have an 'Assessment Task Notification' attached as the front cover.

Students will be notified, in writing, of any alterations to the schedule or nature of assessment tasks, or of any other changes to assessment procedures or policy.

When a student returns to school from any absence, it is the student's responsibility to enquire about any work set during the absence. If this set work includes assessment task information, the student must approach any teachers concerned, to ensure that the correct information is received, and to discuss any necessary re-arrangements to the scheduling of each task.

Students are always responsible for finding out work missed in their subjects. This includes assessment tasks, written notifications, notes issued in class etc. It is not the responsibility of the teacher to follow up with the student for notification.

If a student receives notification of a task later than the rest of the class and reasons are regarded as valid, it is up to the student to negotiate a solution with the class teacher (taking into account practical restraints). The head teacher will make the final decision in these circumstances.

Submission of Tasks

The student must present the task to the class teacher, subject head teacher or nominated teacher at the beginning of the lesson on the due date. Do not assume the due time is negotiable; it is absolute.

At the time the student will sign the assessment task registration.

Students are always responsible for finding out work missed in their subjects. This includes assessment tasks, written notifications, notes issued in class etc. It is not the responsibility of the teacher to follow up with the student for notification.

If a student receives notification of a task later than the rest of the class and reasons are regarded as valid, it is up to the student to negotiate a solution with the class teacher (taking into account practical restraints). The head teacher will make the final decision in these circumstances.

Students who are absent on the day must follow late submission procedures and may incur a penalty or be awarded a zero.

Electronic submission of assessment tasks

Students must ensure that any devices (e.g. USB storage) and software are operable on standard school equipment. It is the student's responsibility to check this before submission.

Illness, misadventure, extensions provisions

The school is sympathetic to the student with physical or emotional problems, as well as other circumstances that could make the completion of an assessment task difficult. However, in fairness to all students, the correct procedure must be followed in all cases where an extension of time is requested.

The application must be made on the official College Illness and Misadventure form no later than the end of the school day on the due date, except in special cases. When a student is absent and unable to contact the school on the due date, an application must be submitted on the first day the student returns to school.

Applications must be supported by valid reasons that will be considered by the teacher and faculty head teacher concerned. If there is concern about the validity of an application, the principal, or deputy principal will be consulted and a medical certificate may be required.

Misadventure refers to any valid reason, other than illness, for not completing, submitting or being present for an assessment task. Whether an event will be considered to be a valid misadventure, warranting consideration, will depend on the circumstances of the event and the documentary evidence that is handed in to support the misadventure claim.

The following circumstances are examples of situations where considerations cannot be given

- routine medical appointments
- driving tests, social visits or too tired
- illness without a doctor's/medical certificate or other appropriate supporting documentation
- misadventure without reasonable proof
- misreading of the times or instructions given

Junior Illness/Misadventure/Extension Application

Details	Student Name: _____ Date: _____ Subject: _____ Year: 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/>
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Task	Task Title: _____ Original Task Due Date: _____ Weighting: _____%
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Information	Illness <input type="checkbox"/> Misadventure <input type="checkbox"/> School Business <input type="checkbox"/> Extension <input type="checkbox"/> Reason for Application: _____ _____ Doctor's Certificate attached: Yes <input type="checkbox"/> No <input type="checkbox"/> (Doctor's certificate MAY be attached to the form if the reason is illness) Documents attached: _____
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Please Sign	Student Signature: _____ Date: _____ Parent/Carer Signature: _____ Date: _____ <p style="text-align: center;"><i>Please submit this form to the Classroom Teacher</i></p>
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Classroom Teacher	Comment: _____ Signature: _____ Date: _____ <p style="text-align: center;"><i>Please attach a copy of the original Assessment Task Notification and submit this form to your Faculty Head Teacher</i></p>
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Faculty Head Teacher	Comment: _____ _____ <input type="checkbox"/> Original Task to be completed by Date: _____ At home <input type="checkbox"/> In-class <input type="checkbox"/> <input type="checkbox"/> Alternative Task to be completed by Date: _____ At home <input type="checkbox"/> In-class <input type="checkbox"/> <input type="checkbox"/> An Estimate Mark to be awarded <input type="checkbox"/> Zero in Assessment determination Signature: _____ Date: _____ <p style="text-align: center;"><i>Please submit this form to the appropriate Deputy Principal for review</i></p>
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Deputy Principal	<input type="checkbox"/> I support this Application. <input type="checkbox"/> Amendments to/additional information for the application is required (details to be provided to the Faculty Head Teacher and Classroom Teacher) Signature: _____ Date: _____ <p style="text-align: center;"><i>Please return this form to the Student Applicant</i></p>
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Please Sign	You will be informed of the outcome of this application in 2 school days. If you are not satisfied with the final determination, you may appeal in writing to the Principal within 5 school days of receiving this determination. <input type="checkbox"/> I acknowledge and accept this determination Date: _____ Student Signature: _____ Parent/Carer Signature: _____
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Flow chart for failure to complete, submit or be present for an assessment task?

<p>a) Report to the class teacher to inform them that a task has been or may be missed. Ask for a misadventure/illness/extension application form if needed.</p> <p>b) A misadventure/illness/extension application must be submitted by the end of the school day on the due date to the Head Teacher. The application will be considered by the Head Teacher and in some circumstances the Deputy Principal.</p> <p>c) If a misadventure/illness/extension application is not submitted by the end of the school day on the due date to the Head Teacher of the faculty concerned.</p> <p>Note If the student is absent or unable to contact the College on the due date, the application must be submitted by the end of the school day on the first day the student returns.</p>	<p>→</p> <p>→</p> <p>→</p>	<ul style="list-style-type: none"> • Student, teacher and Head Teacher negotiate a time to complete the task or an alternate task regardless of whether or not an assessment mark is to be awarded. • Reason for application is considered and a determination made. • zero '0' awarded for in-school tasks and examinations
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Other points:

- Students In the case of illness, an application form may be accompanied by a medical certificate or other appropriate supporting documentation
- No consideration can be given when students choose not to complete, submit or be present for an assessment task/s by the due date/time
- No consideration can be given when a student fails to submit a misadventure/illness application by the end of the school day on the first day of return to Campus
- A student experiencing adverse circumstances that prevents them from submitting a task on time, may seek an extension of assessment. The student must ask the classroom teacher for a misadventure/illness/extension application form and submit it to their teacher at least 3 schools days prior to the task due date.

Student Responsibilities

It is the student's responsibility to:

- complete all assigned work to the best of his/her ability;
- ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back; and
- demonstrate through effort and achievement, he/she has met the requirements of the course.

School Reports

The school will provide two reports throughout the year; the first at the completion of Semester One and the other at the completion of Semester Two. The reports will reflect the students' efforts and outcomes achieved throughout the year.

Checklist for homework

I have done my homework when I:

- complete all the work I did not finish in lessons
- complete assignments or tasks set by the teacher
- study all the notes I have taken
- list questions to ask teachers about work I do not understand
- commit to memory the things I am expected to learn
- study the parts of my textbooks / handouts that relate to classwork
- learn and understand any handouts provided in lessons
- prepare myself for exams / tests / assessments
- do some reading every day
- check my diary to make sure I completed all my homework
- pack my bag for tomorrow / check timetable and equipment
- average more than the minimum time per day over the week.

Study program guidelines

Year 7 students should complete a minimum of 1 hour a day, 5 days a week of home study and revision.

NAPLAN online testing period

Language & Writing, Reading, Numeracy from 12th to 24th March.

Assessment Schedules

At the commencement of the year, students will be given assessment schedules for each course. These schedules are guidelines that indicate the number of tasks, due week/s and the nature of the task/s, along with assessment weightings. Students will be given two (2) weeks notification in writing before each assessment task is due to be completed. This notification will occur in class. Sometimes it may be necessary to change the date of a particular task due to unforeseen circumstances. The class will be informed of any change. Where possible, two (2) weeks' notice will be given.

ENGLISH – Year 7

Course Outline

The study of English in Year 7 aims to develop students' knowledge, understanding, appreciation and enjoyment of English and to develop their skills as effective communicators.

Assessment Tasks	Weightings	Date
Semester 1		
Term 1 Task 1 – Imaginative Writing and reflection	25%	Term 1 Week 9
Term 2 Task 2 – Children's book and reflection	25%	Term 2 Week 8
Semester 2		
Term 3 Task 3 – Essay	25%	Term 3 Week 8
Term 4 Task 4 – Examination	25%	Term 4 Week 5
Yearly Course Total	100%	

Resources

Drawn from all modes (Reading, Writing, Representing and Speaking and Listening), as well as a wide variety of media, including print (e.g. novel, poetry, article), audio (e.g. radio, performance, songs) and visual (e.g. pictures, posters) or any combination of these (e.g. television, magazines, websites).

FARMERS MARKET – Year 7

Course Outline

Students will work on the school farm learning a number of practical skills associated with Agriculture. They will manage their own vegetable garden enterprise as well as develop skills in animal handling working with a variety of animals including; Poultry, Cattle, Goats Rabbits and Fish.

Assessment Tasks	Weightings	Date
Semester 1		
Practical assessment	25%	Term 1 and 2
Agricultural terminology assessment	25%	
Semester 2		
Practical assessment	25%	Term 1 and 2
Data collection assessment	25%	
Yearly Course Total	100%	

Resources

A range of texts and resources will be made available to students.

HSIE: GEOGRAPHY – Year 7

Course Outline

Landscapes and Landforms
Water in the World
Place and Liveability
Interconnections

Assessment Tasks	Weightings	Date
Semester 1		
Task 1 – Research Task	25%	Term 1 Week 9
Task 2 – Written Report	25%	Term 2 Week 4
Semester 2		
Task 1 – Skills Test	25%	Term 3 Week 9
Task 2 – Research Task	25%	Term 4 Week 5
Yearly Course Total	100%	

Resources

A range of texts will be made available to students.

MATHEMATICS – Year 7

Course Outline

Students will study topics from the three core strands of Mathematics as outlined in the NSW NESA syllabus of Measurement and Geometry, Number and Algebra and Statistics and Probability. The skills and processes of working mathematically will be imbedded into each of these strands

Assessment Tasks	Weightings	Date
Semester 1		
Common Test	25%	Term 1 Week 9
Common Test	25%	Term 2 Week 5
Semester 2		
Common Test	25%	Term 3 Week 4
Common Test	25%	Term 4 Week 5
Yearly Course Total	100%	

Resources

A range of textbooks, worksheets and online materials will be made available to the students.

Calculator required: Casio Scientific FX82AU Plus 2

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE) – Year 7

Course Outline

PDHPE focuses on developing the student’s capacity to enhance personal health and wellbeing, enjoying an active lifestyle, maximising movement potential and advocating lifelong health and physical activity.

Assessment Tasks	Weightings	Date
Semester 1		
Healthy Relationships Task	10%	Term 1 Week 8
Practical Skill and Effort Grade	30%	Cumulative, marks allocated at the end of each practical lesson and totalled at the end of the Semester.
Semester 2		
Smoking Skin Cancer Assessment Task	10%	Term 3 Week 8
Practical Skill and Effort Grade	30%	Cumulative, marks allocated at the end of each practical lesson and totalled at the end of the Semester.
End of Course Examination	20%	Term 4 Week 5
Yearly Course Total	100%	

Resources

Student workbooks
 Google classroom
 Classroom Handouts, worksheets and activities

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE) – Practical Marks Matrix

Students will receive a mark out of ten for each practical lesson to formulate their overall practical assessment marks for each semester. The marks will be divided into a practical skills mark and cooperative learning/teamwork/effort mark (refer to the table below for marking guidelines).

Criteria	Consistently	Usually	Sometimes	Rarely	Never/Absent
Cooperative Learning Skills/Effort <ul style="list-style-type: none"> ● Strives to do well/self motivated (planning, decision-making, participation) ● Interacts positively with other students (interacting, problem solving, communicating, decision-making, sportsmanship) ● Follows teacher’s directions (decision-making, planning, problem solving) 	5	4	3	1 - 2	0
Practical Skills <ul style="list-style-type: none"> ● Demonstrates a range of motor skills ● Refines movement skills in different situations ● Strives to improve and/or maintain motor skills ● Contributes to the performance of others – participates to the best of their abilities 	5	4	3	1 - 2	0

SCIENCE - Year 7

Course Outline

Science is the study of how and why things work and is taught using a variety of practical activities and digital technologies.

Topics studied in Year 7 include:

Introduction to Science
Matter
Mixtures
Cells

Our Earth
Space
Classification
Multicellular Organisms - Plants

Assessment Tasks	Weightings	Date
Semester 1		
Term 1 – Depth Study (Research)	25%	Term 1 Week 7
Term 2 – Semester 1 Examination	25%	Term 2 Week 5
Semester 2		
Term 3 – Science Practical Report	25%	Term 3 Week 8
Term 4 – Semester 2 Examination	25%	Term 4 Week 5
Yearly Course Total	100%	

Resources

Students will access and use a variety of textbooks, digital simulations and animations, scientific laboratory equipment and digital technology, including data loggers to complete their learning in Science. Where appropriate excursions and incursions will be used to incorporate authentic real world learning.

TECHNOLOGY MANDATORY – Year 7

Course Outline

Technology Mandatory engages students in design and production activities as they develop solutions to identified needs and opportunities. Through the practical application of knowledge and understanding they learn about Agriculture and Food Technologies, Digital Technologies, Engineered Systems and Material Technologies.

Assessment Tasks	Weightings	Date
<p>Each Semester two context areas will be assessed by:</p> <p>Timber Technology Materials Technology</p> <p>Master Chef Food Technology</p> <p>Metal Technology Materials Technology</p> <p>An Eye for Design Design and Technology</p>	<p>25%</p> <p>25%</p> <p>25%</p> <p>25%</p>	<p>Semester 1: Term 1 Week 9 & Term 2 Week 8</p> <p>Semester 2: Term 3 Week 9 & Term 4 Week 6</p>
Yearly Course Total	100%	

Resources

No prescribed textbook. A range of handouts and supplementary materials will be supplied to students.

VISUAL ARTS – Year 7

Course Outline

Using the world as inspiration students will seek to communicate their ideas through contemporary practices inspired by a variety of artists. Students will gain independence and competency by designing artworks in both two-dimensional and three-dimensional forms in a range of mediums. Students develop skills in responding to artworks and understanding the nature of the Visual Arts throughout history.

Assessment Tasks	Weightings	Date
Each Semester there are two assessment tasks:		
Task 1 – Written Research/ Response Task	30%	Semester 1: Term 1 Week 8 Term 2 Week 5
Task 2 – Body of Work and Visual Arts Diary (VAD)	70%	Semester 2: Term 3 Week 8 Term 4 Week 6
Yearly Course Total	100%	

Resources

An A4 Visual Arts Diary is required at their own expense for classwork and homework which is assessable in assessment task 2. All work within the VAD is assessed.

YEAR 7 ASSESSMENT CALENDAR PORT MACQUARIE CAMPUS 2025

TERM 1 2025	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	NAPLAN online testing period, Science
Week 8	NAPLAN online testing period
Week 9	English, Mathematics, PDHPE, Technology Mandatory, Visual Arts
Week 10	HSIE- Geography
Week 11	
TERM 2 2025	
Week 1	
Week 2	
Week 3	
Week 4	HSIE – Geography
Week 5	Mathematics, Visual Arts
Week 6	
Week 7	
Week 8	English, Technology Mandatory
Week 9	
Week 10	
TERM 3 2025	
Week 1	
Week 2	
Week 3	
Week 4	Mathematics
Week 5	
Week 6	Science
Week 7	
Week 8	English, PDHPE, Visual Arts
Week 9	HSIE - Geography, Technology Mandatory
Week 10	
TERM 4 2025	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	Semester 2 Junior Examination week: English, HSIE - Geography, Mathematics, PDHPE, Science
Week 6	Technology Mandatory, Visual Arts
Week 7	
Week 8	
Week 9	
Week 10	