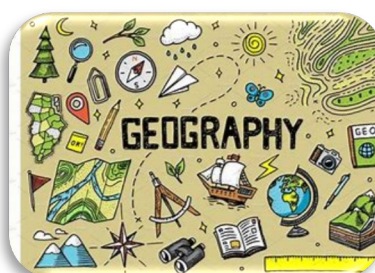
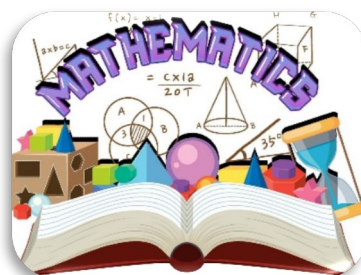




# STAGE 4 – 2025 – YEAR 7

## CROOKWELL HIGH SCHOOL ASSESSMENT BOOKLET



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## SUPPORTING YOUR CHILD

Our school has a key focus on Respect, Responsibility and Prosper for all school members in all aspects of their schooling. Our PROSPER program is dedicated to building positive relationships, strengths, purpose, resilience and engagement.

Parent's seeking to support their children's progress and achievement at school may find the information included in this document valuable. Student learning and achievement is maximised with a community approach, and student learning is maximised when they are organised and prepared for school.

All students are encouraged to be fully prepared for school each day, having organised:

- A copy of their current timetable (an extra copy at home as well)
- An appropriate bag and the necessary books/equipment for that day
- Writing materials
- Lunch, snacks, fruit and drink

To help students organise their day, it is vital that students build into their daily routine the packing and unpacking of their school bag. Assessment tasks, homework and communications from school should be kept and placed in an accessible location. Parents' involvement in this step emphasises its importance and increases the chances of students completing homework tasks and communicating important information to parents.

The Crookwell High School website <http://www.crookwell-h.schools.nsw.edu.au/> is regularly updated and contains information about upcoming events, activities and assessment information. It provides additional information which may help you support your child's education.

## HOMEWORK

Homework is an opportunity for students to build on learning skills and reinforce concepts encountered at school. It may be formally set by class teachers or initiated by students in the form of revision and review of target areas. Tasks set for homework by individual subjects and teachers vary throughout the year and between subject areas. There is no designated amount of homework for a particular subject or school year. It is advised that all students review their daily classwork after each school day. This helps identify areas of need for consolidation or assistance and students should seek teacher guidance to clear up any issues.

A priority for all students should be developing their literacy skills, and a program of 20 minutes reading at home is recommended to broaden comprehension and vocabulary. We encourage parents to support this initiative, particularly on occasions when students suggest they have no homework.

## ASSESSMENT

Assessment is a progressive tool designed to gauge student progress and provide feedback and directions for growth in learning. At Crookwell HS, students undertake formal assessment of their performance in all Key Learning Areas throughout the school year. These assessment tasks vary in nature, both within each course studied and between courses.

Student progress and achievements will be reported formally, in the written school reports distributed at the end of Semester 1 and Semester 2, and informally, at the parent/teacher evenings.

Parents are encouraged to contact their child's class teachers to discuss aspects of their progress in particular subjects, or Year Advisors if they would like to organise feedback on current progress or specific areas of concern.

## SUBMITTING YOUR OWN WORK

A number of assessment tasks completed by students at home will require research and the use of sources of information. At Crookwell HS we promote responsible scholarship and strive to ensure that the work submitted can be directly attributable to the student who submits it. In all cases our school is working to eliminate plagiarism.

“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.” (Board of Studies, Advice to Students, 2006)

Plagiarism is cheating, it is unethical and it is dishonest. It may stop you developing the skills and knowledge intended in the task and is unfair to the original authors who “own” their ideas. Common forms of plagiarism include:

- copying and pasting information from the Internet.
- using the ideas of others as if they were your own.
- copying and pasting information from the Internet, then changing the words

Students who are found plagiarising work risk having no marks awarded for their task submitted and it may be recorded as a “non-attempt”.

## SUBMITTING ASSESSMENT TASKS

The pages which follow outline a schedule of assessments in each key learning area. Correct at the time of printing, these schedules outline the number of assessments planned for each subject area, an indication of their nature, their relative contribution and an estimated timing for the task. These details may vary through the year and students will be kept aware of changes to planned tasks by their class teacher.

If a student is having difficulty completing an assessment task they should discuss this with their teacher before the due date.

For details regarding failure to submit or complete an assessment task refer to the assessment policy on page 6.

# EXAMINATIONS AT CROOKWELL HIGH SCHOOL

Students will be required to complete a number of examinations during their time at Crookwell HS. These may include formal examinations where all students from the year, subject or class sit for the exam at a designated time and in an area other than their classroom, or class specific examinations as scheduled by the teacher.

In all examination situations the expectations of our students are the same. They are designed to allow every student to experience similar conditions and demonstrate their full capabilities in that area.

Special Provisions, such as a reader, a writer or extra time to complete an exam are available for eligible students. This support is co-ordinated by the Learning and Support Teacher.

We expect all students to:

- Attend all scheduled examinations and complete them to the best of their ability.
- Follow the supervisor's instructions and behave in a polite and courteous manner towards other students and staff.
- Sit in their allocated seat.
- Remain in the exam room for the entire scheduled time.
- Not disturb other students who are working on their exam.
- Provide their own blue/black pens and equipment as appropriate e.g.: a scientific calculator. Borrowing from other students is not permitted during examinations.
- Make a serious attempt at all sections of the examination or task.
- Complete their own work in examinations. Students found cheating will be given zero marks. Teachers supervising will investigate any suspicious behaviour that they believe may be cheating.
- Ensure digital music players, programmable watches and other electronic equipment are turned off and placed in their bag for the duration of the examination.
- If you finish early it is a requirement to sit quietly, books and magazines are not permitted to be read in this time. It is recommended students look back over their work.

Students are permitted to bring a clear water bottle into the examination room. No other food or drink is permitted, except on medical grounds.

For details regarding absence from an examination or in-class assessment task refer to the assessment policy on page 6.

## STAGE 4 ASSESSMENT POLICY

### Rationale:

Crookwell High School ensures that all curriculum and assessment meets the NESA and Department of Education requirements for the Record of School Achievement (ROSA).

### Aims:

Every student will be made fully aware of the Key Learning Areas, school, NESA and Department of Education requirements for the ROSA.

### Implementation:

- **All students will be given at least three weeks notification of an assessment task.**
- Every student is expected to submit or sit for all assessment tasks by the due date. In cases where the assessment task requires the student to submit material, this must be handed in to the class teacher or appropriate Head Teacher. It is not sufficient to ask that the material be placed on the class teacher's desk.
- **Students who do not submit an assessment task, without a valid reason, will be given a mark of zero.** Even though a student fails to submit an assessment task by the due date, that task must still be submitted. Failure to complete a task may be used as evidence that a student has not applied themselves with diligence and sustained effort and this may have ramifications for their ROSA eligibility.
- If a student knows in advance that they will be absent from school on the day that an assessment task is to be done, or is due to be handed in, then a note from a parent should be provided to the class teacher indicating the reason for absence. This should be done as early as possible so that appropriate alternative arrangements can be made for in class assessment tasks. Where a task is required to be handed in, this will need to be done before the due date.
- If a student is absent from school on the day that an assessment task is to be done, or is due to be handed in, the student will be awarded a mark of zero. If there is a valid reason for missing this scheduled date then an illness/misadventure form must be completed, indicating the reason for not completing the task at the set time. This should be submitted to the class teacher on the first day of return to school.
- Should records show that a student is consistently absent from school on the day on which an assessment task is to be completed, or is due to be handed in, or on the days preceding the day on which an assessment task is to be done, or is due to be handed in, even where notes for the absences are supplied, a student and that student's parents will be advised in writing that further occurrences without a medical certificate may be treated as deliberate malpractice, and lead to a zero mark.
- Acceptable reasons for the late submission or absence from an assessment task include illness, accident or other unforeseen circumstances. **Technological failure is not considered an acceptable reason for late submission of a task.** The Head Teacher of the relevant subject will determine if the reason is acceptable.
- If a student requires an extension on an assessment task due to unforeseen circumstances the application for an extension must be in writing and submitted to the Head Teacher at least two days prior to the due date for the assessment. If an extension has been requested and granted, any late submission of assessment tasks after the extension date will receive zero marks.
- Work submitted in an assessment task must be only that of the student. If a student uses the work of another person, or directly copies from published text or an internet site, they will receive a mark of zero. If the work used was that of another student from this school, who knowingly supplied the information, then that student may also receive a mark of zero.
- If students have concerns regarding the assessment procedures followed for an assessment task then they have the right to appeal the process.
- Students undertaking Life Skills courses are assessed on an ongoing basis. While they do not attempt explicit assessment tasks they are required to meet NESA requirements for course completion.

# YEAR 7 ASSESSMENT TASKS

## ENGLISH (Year 7) 2025

Task Number & Name	Task 1	Task 2	Task 3
Nature of Task	Storytelling – Story adaption and reflection	Power - Essay drafting and published response	Yearly Examination – Language Skills, Comprehension, Essay Writing, Creative Response
Outcomes being assessed	EN4-URC-01 EN4-ECA-01	EN4-URA-01 EN4-URB-01	EN4-RVL-01 EN4-URA-01 EN4-ECA-01
Total weight: 100%	40%	40%	20%
Timing of Task	Term 1 Week 10	Term 3 Week 9	Term 4 Weeks 4/5

### Stage 4 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 (Year 7) 2025

Task Number & Name	Task 1	Task 2	Task 3
Nature of Task	Geographical Skills	Topic Test	Yearly Examination
Outcomes being assessed	GE4-1 GE4-7 GE4-8	GE4-2 GE4-3 GE4-5 GE4-7 GE4-8	GE4-1 GE4-2 GE4-3 GE4-4 GE4-5 GE4-6 GE4-7 GE4-8
Total weight: 100%	30%	30%	40%
Timing of Task	Term 3 Week 5	Term 4 Week 2	Term 4 Weeks 4/5

### Stage 4 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



## GERMAN (Year 7) 2025

Task Number & Name	Task 1	Task 2	Task 3
Nature of Task	In-class listening, reading and writing topic test – Greetings and Talking about Yourself	Speaking and research presentation – Tourist Information Major City	Yearly Examination Responding to written texts and composing in German Me, my family and friends
Outcomes being assessed	ML4-UND-01 ML4-CRT-01	ML4-INT-01 ML4-CRT-01	ML4-INT-01 ML4-UND-01 ML4-CRT-01
Total weight: 100%	30%	40%	30%
Timing of Task	Term 2 Week 2	Term 3 Week 10	Term 4 Weeks 4/5

### Stage 4 Outcomes:

- ML4-INT-01:** exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
- ML4-UND-01:** interprets and responds to information, opinions and ideas in texts to demonstrate understanding
- ML4-CRT-01:** creates a range of texts for familiar communicative purposes by using culturally appropriate language

## HISTORY (Year 7) 2025

Task Number & Name	Task 1	Task 2	Task 3
Nature of Task	Historical Skills	Topic Test	Yearly Examination
Outcomes being assessed	HT4-5 HT4-8	HT4-1 HT4-2 HT4-3 HT4-4 HT4-6 HT4-7 HT4-9 HT4-10	HT4-1 HT4-2 HT4-3 HT4-4 HT4-5 HT4-6 HT4-7 HT4-8 HT4-9 HT4-10
Total weight: 100%	30%	30%	40%
Timing of Task	Term 1 Week 9	Term 2 Week 5	Term 4 Weeks 4/5

### Stage 4 Outcomes:

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

## MATHEMATICS (Year 7) 2025

Task Number & Name	Task 1	Task 2	Task 3	Task 4
Nature of Task	Test	Assignment	Test	Yearly Examination
Outcomes being assessed	MAO-WM-01 MA4-ANG-C-01 MA4-GEO-C-01	MAO-WM-01 MA4-LEN-C-01 MA4-ARE-C-01	MAO-WM-01 MA4-VOL-C-01 MA4-INT-C-01 MA4-IND-C-01	MAO-WM-01 MA4-FRC-C-01 MA4-ALG-C-01 & review on all other content
Total weight: 100%	15%	25%	25%	35%
Timing of Task	Term 1 Week 8	Term 2 Week 5	Term 3 Week 3	Term 4 Weeks 4/5

### Stage 4 Outcomes:

<b>MAO-WM-01:</b>	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
<b>MA4-INT-C-01:</b>	compares, orders and calculates with integers to solve problems
<b>MA4-FRC-C-01:</b>	represents and operates with fractions, decimals and percentages to solve problems
<b>MA4-ALG-C-01:</b>	generalises number properties to operate with algebraic expressions including expansion and factorisation
<b>MA4-IND-C-01:</b>	operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws
<b>MA4-LEN-C-01:</b>	applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems
<b>MA4-ARE-C-01:</b>	applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems
<b>MA4-VOL-C-01:</b>	applies knowledge of volume and capacity to solve problems involving right prisms and cylinders
<b>MA4-ANG-C-01:</b>	applies angle relationships to solve problems, including those related to transversals on sets of parallel lines
<b>MA4-GEO-C-01:</b>	identifies and applies the properties of triangles and quadrilaterals to solve problems

## MUSIC (Year 7) 2025

Task Number & Name	Task 1	Task 2	Task 3	Task 4
Nature of Task	Instruments of the Orchestra	Rock Music	Indigenous Music	Blues Music
	Theory examination	Performance	Performance	Composition
Outcomes being assessed	4.7	4.1	4.1	4.4
	4.8	4.2	4.2	4.5
	4.9	4.3	4.3	4.6
		4.11	4.12	4.10
Total weight: 100%	30%	25%	20%	25%
Timing of Task	Term 1 Week 8	Term 2 Week 6	Term 3 Week 6	Term 4 Weeks 4/5

### Stage 4 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 nontraditional notation
- 4.6:** experiments with different forms of technology in the composition process
- 4.7:** demonstrates an understanding of 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
- 4.11:** demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 4.12:** demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

## PDHPE (Year 7) 2025

Task Number & Name	Task 1	Task 2	Task 3	Task 4
Nature of Task	Practical Skills Task – Cross Country	Nutrition Research Task	Cyber Bullying Fact File	Practical Task – Shoots & Scores
Outcomes being assessed	PD4-4 PD4-5 PD4-8	PD4-6 PD4-7 PD4-8 PD4-11	PD4-1 PD4-2 PD4-3 PD4-9	PD4-5 PD4-6 PD4-7 PD4-8 PD4-10
Total weight: 100%	25%	25%	25%	25%
Timing of Task	Term 1 Week 10	Term 2 Week 4	Term 3 Week 8	Term 4 Week 2

### Stage 4 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 and others
- 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
- 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 (Year 7) 2025

Task Number & Name	Task 1	Task 2	Task 3	Task 4
Nature of Task	Practical Task	Semester 1 Test	Assignment – Scientific Model	Yearly Examination
Outcomes being assessed	SC4-6WS SC4-7WS SC4-8WS SC4-9WS SC4-12ES	SC4-1VA SC4-4WS SC4-7WS SC4-11PW SC4-16CW SC4-17CW	SC4-1VA SC4-2VA SC4-5WS SC4-7WS SC4-8WS SC4-9WS	SC4-3VA SC4-4WS SC4-7WS SC4-11PW SC4-12ES SC4-14LW SC4-15LW SC4-17CW
Total weight: 100%	20%	30%	20%	30%
Timing of Task	Term 1 Week 10	Term 2 Week 6	Term 3 Week 6	Term 4 Weeks 4/5

### Stage 4 Outcomes:

#### Values & Attitudes

- SC4-1VA:** appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
- SC4-2VA:** shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
- SC4-3VA:** demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations

#### Skills

- SC4-4WS:** identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
- SC4-5WS:** collaboratively and individually produces a plan to investigate questions and problems
- SC4-6WS:** follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
- SC4-7WS:** processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
- SC4-8WS:** selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
- SC4-9WS:** presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations

#### Knowledge and Understanding

- SC4-10PW:** describes the action of unbalanced forces in everyday situations
- SC4-11PW:** discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
- SC4-12ES:** describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
- SC4-13ES:** explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
- SC4-14LW:** relates the structure and function of living things to their classification, survival and reproduction
- SC4-15LW:** explains how new biological evidence changes people's understanding of the world
- SC4-16CW:** describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
- SC4-17CW:** explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

## TECHNOLOGY (Year 7) 2025

### 7 Technology Mandatory 1 2025

Task Number & Name	SEMESTER 1		SEMESTER 2
	Task 1	Task 2	Task 3
Nature of Task	'Mousetrap Car' Toy and Folio	'Coding for Programming a Game' Project and Folio	Textiles Folio and Product Development
Outcomes being assessed	TE4-1DP TE4-2DP TE4-3DP TE4-8EN	TE4-2DP TE4-4DP TE4-7DI TE4-10TS	TE4-1DP TE4-2DP TE4-3DP TE4-9MA
Total weight: 100%	50%	50%	40% Folio 60% Product
Timing of Task	Term 2 Week 6	Term 2 Week 6	Term 4 Week 6

#### Stage 4 Outcomes:

- TE4-1DP:** designs, communicates and evaluates innovative ideas 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

## 7 Technology Mandatory 2 2025

Task Number & Name	SEMESTER 1	SEMESTER 2	
	Task 1	Task 2	Task 3
Nature of Task	Textiles Folio and Product Development	'Mousetrap Car' Toy and Folio	'Coding for Programming a Game' Project and Folio
Outcomes being assessed	TE4-1DP TE4-2DP TE4-3DP TE4-9MA	TE4-1DP TE4-2DP TE4-3DP TE4-8EN	TE4-2DP TE4-4DP TE4-7DI TE4-10TS
Total weight: 100%	40% Folio 60% Product	50%	50%
Timing of Task	Term 2 Week 5	Term 4 Week 6	Term 4 Week 6

### Stage 4 Outcomes:

- TE4-1DP:** designs, communicates and evaluates innovative ideas 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



## 2025 ASSESSMENT CALENDAR – YEAR 7

TERM 1 2025	YEAR 7								
	ENGLISH	GERMAN	HSIE	MATHEMATICS	MUSIC	PDHPE	SCIENCE	TECHNOLOGY 1	TECHNOLOGY 2
Week 1									
Week 2									
Week 3									
Week 4									
Week 5									
Week 6									
Week 7									
Week 8				X	X				
Week 9			X						
Week 10	X					X	X		
Week 11									

TERM 2 2025	YEAR 7								
	ENGLISH	GERMAN	HSIE	MATHEMATICS	MUSIC	PDHPE	SCIENCE	TECHNOLOGY 1	TECHNOLOGY 2
Week 1									
Week 2		X							
Week 3									
Week 4						X			
Week 5			X	X					X
Week 6					X		X	X	
Week 7									
Week 8									
Week 9									
Week 10									

## 2025 ASSESSMENT CALENDAR – YEAR 7

TERM 3 2025	YEAR 7								
	ENGLISH	GERMAN	HSIE	MATHEMATICS	MUSIC	PDHPE	SCIENCE	TECHNOLOGY 1	TECHNOLOGY 2
Week 1									
Week 2									
Week 3				X					
Week 4									
Week 5			X						
Week 6					X		X		
Week 7									
Week 8						X			
Week 9	X								
Week 10		X							

TERM 4 2025	YEAR 7								
	ENGLISH	GERMAN	HSIE	MATHEMATICS	MUSIC	PDHPE	SCIENCE	TECHNOLOGY 1	TECHNOLOGY 2
Week 1									
Week 2			X			X			
Week 3									
Week 4	YEARLY EXAMINATIONS								
Week 5									
Week 6								X	X
Week 7									
Week 8									
Week 9									
Week 10									



# APPLICATION FOR SPECIAL CONSIDERATION

## Absence, Illness or Misadventure Appeal

If illness, accident, misadventure, or special circumstances prevent a student from completing a set task on or by the due date, the school must be advised immediately of the situation.

On the day the student returns to school this form must be returned to the relevant Head Teacher of the subject affected. **The student MUST keep a signed copy of this form.**

<b>Student's Name:</b>	<b>Year:</b>	<b>Date:</b> /    /
<b>Subject:</b>	<b>Subject Teacher:</b>	

**Assessment Task Appealed:** \_\_\_\_\_

**Date task/exam was due/on:**    /    /      **Date task was set (if applicable):**    /    /

☐ Absence     
 ☐ Illness     
 ☐ Misadventure

Nature of appeal (tick):

☐ Request for extension of time     
 ☐ Failure to submit task  
☐ Failure to perform at usual standard     
 ☐ Failure to sit for school set exam

### Student Statement in Support of Appeal

**My appeal is based on the following grounds:** \_\_\_\_\_

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Supporting documentation (e.g. Doctor's Certificate or additional pages) may be stapled to this

form Student's Signature: \_\_\_\_\_ Date:    /    /

Parent/Guardian's Signature: \_\_\_\_\_ Date:    /    /  
 (If student is under 18 years of age)

Form submitted to \_\_\_\_\_ (Head Teacher Name)      Signature: \_\_\_\_\_  
 Date:    /    /

Your Teacher or Subject Head Teacher will advise you of the outcome of your appeal within five school days.

Appeal Result \_\_\_\_\_

Signature: \_\_\_\_\_ Date:    /    /







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