NOWRA HIGH SCHOOL

YEAR 7

ASSESSMENT BOOKLET

2024

WISDOM THROUGH KNOWLEDGE

LEARNING

RESPECT

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Year 7 Assessment Booklet

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Information for Students

The following information is provided with the aim of supporting students through their schooling experience. Please aim to become familiar with, and adhere to, the policy requirements outlined in the assessment booklet that is relevant to the schooling year that you are in. Typical questions asked by students and parents regarding requirements are set out below:

A. What must I do to satisfactorily complete a subject?

The NSW Education Standards Authority (NESA) says that to satisfactorily complete a subject you must have:

(a) Followed the course developed or endorsed by NESA and …..
(b) Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school and …..
(c) Achieved some or all of the course outcomes

B. So what does this actually mean?

This means, you must do the following things in each of your subjects:

- Attend classes to a satisfactory level in each subject,
- Attempt all classwork and homework to a satisfactory level,
- Make a genuine attempt at all assessment tasks.

C. What will my assessment tasks look like?

Schools are required by (NESA) to set tasks which will be used to measure your performance in all the components of a course, not just those which can be measured in an examination. This means that assessment tasks are designed in different ways, in order to measure your performance against the outcomes specified within the syllabus for each course. As such, assessment tasks may take various forms, such as: fieldwork, research skills, laboratory tasks, extended essays, multi-modal presentations, oral work and/or project work etc.

D. What happens if I do not complete a task or hand in an assessment late and do not have a valid reason?

(a) You will lose **10%** per day of the total assessment mark for each school day you fail to hand in your assessment,
(b) If the assessment task is not completed or presented after **10** school days you will receive a zero mark and a Letter of Concern will be sent home,
(c) You will still be required to complete the assessment task.

E. What do I do if I am absent on the day an assessment task is due or is to be completed?

It is your responsibility to submit tasks by the due date. In the case of unexpected illness or exceptional circumstances, application for leave (with the appropriate corroborating evidence such as a medical certificate) may be made to the Deputy Principal (DP), after the date set down for the assessment task. The Deputy Principal will advise you to approach the Head Teacher (HT) concerned, to arrange the time for you to complete the assessment task. You should aim to arrange to complete missed assessment tasks **on the day that you return to school.**

If you are absent, you must:
(a) Ring the school to notify of your absence on the morning of the day of the task or the due date. You should aim to speak directly with your classroom teacher or the Head Teacher of the faculty.

(b) If the task is a **'Take Home Task'** you should make arrangements for the task to be handed in by a friend, a sibling, your parent, or your carer to the school's front office administration staff on the day that it is due. The task should be clearly labelled with your name and subject. Alternatively, you should submit the task by uploading it into the teacher's Google classroom or email the school at nowra-h.school@det.nsw.edu.au. If there are exceptional circumstances, your Deputy will advise you about submission procedures; which may require you to hand it in on the morning of the day you return.

(c) If the task is an **'Examination or Practical Task'** you are to complete the form '**Appendix 1: Assessment Missed Due to Illness/Misadventure'.** You can print one from the back of this document or obtain one of these from Head Teachers or a Deputy Principal. Attach your supporting documentation, such as a medical certificate to this form. Hand the completed form to the Head Teacher of the subject from which the assessment task was missed, as soon as you return to school – even if you don't have that particular subject on the day you return. Once signed and completed by the Head Teacher, take this form to your DP for sign-off. You will be required to sit the task, or a substitute task, at the soonest possible date as arranged between you and the Head Teacher (this could be a lunch time). Where the task is difficult to duplicate, the Principal may authorise the use of an estimate based on the evidence provided.

(d) If there are exceptional circumstances, the Head Teacher and Deputy will discuss if there are valid grounds for an estimate to be granted and will make a recommendation to, and seek approval from, the Principal, to authorise the use of an estimate based on the evidence provided.

NOTE: It is not acceptable to miss timetabled classes on the day an assessment task is due, in order to complete the assessment task. If you are absent on the day of an assessment task, you must still complete a '**Appendix 1: Assessment Missed Due to Illness/Misadventure'** form. Valid documentation, such as a medical certificate, must be provided for absence from school on the day of an assessment task. It is unfair to other students if you miss classes in order to complete an assessment task and you risk receivinga zero mark.

NOTE: Computer or printing problems are NOT considered valid reasons for failure to hand in an assessment task on the due date. Where practical, tasks completed at home should be uploaded into the teacher's Google classroom or emailed to the school.

F. What if I will be attending a school event or am involved in other school related activities?

If you will be absent, you must:

(a) BEFORE the scheduled assessment task is due complete the form '**Appendix 2: Assessment To Be Missed Due to School/Other Business'**. You can print one from the back of this document or obtain one of these from Head Teachers or a Deputy Principal. To complete this form, you are required to meet with EACH of your teachers and Head Teachers to make arrangements regarding missed classwork or assessments. They will discuss the requirements for submission with you and will write these on the form, sign the form and return it to you. Once each Head Teacher has signed the form you are then required to take it to your Deputy for application for approval.

(b) If the task is a '**Take Home Task'** you should make arrangements for the task to be handed in by a friend, a sibling, your parent, or your carer to the school's front office administration staff on the day that it is due. The task should be clearly labelled with your name and subject. Alternatively, you should submit the task by uploading it into the teacher's Google classroom or email the school at: nowra-h.school@det.nsw.edu.au. If there are exceptional circumstances, your Deputy will advise you about submission procedures; which may require you to hand it in on the morning of the day you return.

(c) If the task is an '**Examination or Practical Task'** you should expect to be asked to either submit or sit the task on a day PRIOR to your planned leave. You may be provided with or asked to sit a substitute task. The Head Teacher and classroom teacher will arrange with you an alternate designated date and time, (this could be a lunch time). If exceptional circumstances apply, the Deputy may determine that there are valid grounds for an estimate and may make a recommendation to the Principal for approval to be granted, for example, if the missed task is difficult to duplicate.

NOTE: If the leave is over an extended period for participation in the entertainment industry, elite sports or elite arts, see Section (G).

G. What if I am planning to take extended leave during the school term?

If the leave is for ***family reasons***, for example, your family is planning to have a holiday during the school term, you should be aware that the NSW Department of Education does not support leave for students outside of the designated term breaks, however, under exceptional circumstances the Principal may give approval for leave for 5 days or more.

If you are taking family leave you are required to make application through the front office school administration and complete the form called '**Application for Extended Leave: Travel**'. You are also required to complete '**Appendix 2: Assessment To Be Missed Due to School/Other Business'**. This means you are to meet with each of your teachers and make arrangements regarding missed classwork or assessments and follow the process outlined in Sections D and E above. The 'Application for Extended Leave: Travel' form is to be signed off by the Principal/Deputy and returned to the front office for processing. You will receive a copy of this form to carry with you on your travels.

If the leave is for ***elite sports or performing arts representation*****,** you are required to make application through the front office school administration and complete the form called, '**Application for Exemption from attendance/enrolment at school'** which allows you to apply for an exemption. See your Deputy to discuss your circumstances and the arrangements. You are also required to complete '**Appendix 2: Assessment To Be Missed Due to School/Other Business'**. This means you are to meet with EACH of your teachers and make arrangements regarding missed classwork or assessments and follow the process outlined in Sections D and E above or if you are unable to complete the task, the Principal is able to authorize that an estimate is granted because of the exceptional circumstances. The application form is to be signed off by the Principal/Deputy and returned to the front office for processing. You will receive a copy of this form to carry with you whilst on leave.

H. What if I am suspended at the time an assessment task is due?

If you are suspended at the time an assessment task is due, you are still required to submit the task on the due date. You must:

(a) Arrange for the task to be handed in by a friend, a sibling, your parent, or your carer to the school's front office administration staff on the day that it is due. The task should be clearly labelled with your name and teacher's or Head Teacher's name.
(b) Submit the task by uploading it into the teacher's Google classroom or
(c) email the school at nowra-h.school@det.nsw.edu.au

If the task is an in-class assessment (for example, a test), you will be required to sit the task, or a substitute task, at the soonest possible date upon your return, as arranged between you and the Head Teacher (this could be a lunch time). If there are valid grounds for exceptional circumstances, you may be granted consideration for you to receive an estimated mark.

I. Do assessment tasks contribute towards my reports?

Yes. School-based assessment, as indicated in your assessment booklet, is used throughout the year to allocate a mark and grade for the purpose of reporting.

J. How much warning should I be given about an upcoming task?

The school policy states that you should be given a minimum of at least 5 school days notification. You should receive this in writing.

K. What happens if the assessment booklet says a task is due, but the class has not received a notification of the task?

a) Ask your teacher, or the Head Teacher, about it immediately,
b) Your classroom teacher is to provide you with a written notification if the due date for an assessment task changes from the due date set down in the assessment booklet.

L. What am I required to do during assessment tasks?

The following rules laid down by NESA should be adhered to. They apply to ALL assessment tasks conducted at NHS, including 'In-School Assessment Tasks'. An 'In-School Assessment Task' may take the form of: a written task, class essay, practical work, field work, oral presentation or report, skills test, topic test, open book test, examination, etc. When undertaking assessment tasks, you should conduct yourself in an acceptable manner. This means:

You MUST

- Follow the supervisor's instructions
- Behave in a polite and courteous manner towards the supervisor and other candidates

You MUST **NOT**:

- Attempt to view your phone during an assessment task
- Eat in a room when an examination or assessment is taking place.
- Speak to any person other than the supervisor during the examination or assessment task
- Behave in any way likely to disturb the work of other candidates or upset the conduct of the task
- Attend an assessment task or examination while under the influence of alcohol or illegal drugs.
- Take into the assessment room, or the room where the examination is being conducted, any books, notes or equipment other than those specified prior to the task.
- Cheat, or in any other way behave dishonestly during an assessment or examination.

NB: If you do not comply with these rules, your paper may be cancelled and you will receive a zero mark. 'In-School' assessments will also receive a 'Letter of Concern'. See Sections A, B and C above and Section M below

M. What should I do if I feel the assessment task should be reviewed after it has been marked?

Complete a copy of the form '**Appendix 3: Assessment Appeal'** and return it to your Deputy Principal. You can print one from the back of this document or obtain one of these from Head Teachers or a Deputy Principal.

Marks gained in assessment tasks can only be queried at the time the tasks are returned to you.
Any review undertaken of a specific assessment task will NOT look at marks awarded. Rather, the review will consider if the assessment task and processes were appropriate**.**

N. NHS YEAR 7-10 ACADEMIC MALPRACTICE POLICY [published 2017]

The following policy is to be read in conjunction with supporting documents in the ACE Manual at: https://ace.nesa.nsw.edu.au/
Nowra High School is committed to providing an educational approach to academic integrity, through support and guidance, to develop students' academic skills. Student academic integrity means acting in accordance with the core values of honesty, fairness, respect and responsibility in learning. It is imperative students act in a truthful way, are accountable for their actions, and show fairness in every aspect of their work.
All work presented in assessment tasks, internal and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. If academic malpractice is detected during the marking process, this will result in students **receiving a zero mark for the task**.
To prevent academic malpractice, students are encouraged to utilise free plagiarism software to check their work prior to submission. Suggested software includes: https://www.turnitin.com/login_page.asp?lang=en_us or https://searchenginereports.net/plagiarism- checker/ or http://smallseotools.com/plagiarism-checker/

1. Malpractice Definition

Academic malpractice undermines the core values of honesty, fairness, respect and responsibility in academic integrity. Breaches of academic integrity can occur by either inadvertent or intentional conduct. Academic malpractice incorporates but is not limited to dishonest behaviour carried out for the purpose of gaining an unfair advantage in the assessment process. Malpractice in any form is unacceptable.
Academic malpractice includes but is not limited to the following:

1.1 Cheating in Examinations, inclusive of in-class tests and assessments by either;

a) Behaving in a dishonest manner during an examination which includes possessing and or accessing prohibited equipment such as mobile phones and notes;
b) Communicates or attempts to communicate with peers;
c) Copies or attempts to copy from peers;
d) Falsifying explanations to explain work not handed in (including medical certificates).

1.2 Fabrication of results includes student misrepresentation of having conducted research, experiments, surveys, or observations, which have not occurred, and/or submits results not supported by evidence.

1.3 Plagiarism occurs when the work of another, for example (ideas, designs, words, sounds or images) is represented, either inadvertently or intentionally, as one's own original work and without appropriate citation of the author or the source. [Unless advised otherwise by the Faculty issuing the assessment task, students should use the school web-link shown in 'Appendix 4: Referencing' which applies the Harvard Referencing Guide. This category of academic malpractice includes but is not limited to;

a) collusion; preparing work with one or more students or in a group and presenting this work as their own which can include;
   - Preparing a piece of work together;
   - Determination of methods/approach to an assessment task;
   - Distribution of questions and/or answers for completed assessment tasks.

   - obtaining or requesting a piece of work, which is not a student's own and representing it as if it were, byEngaging the use of commercial services including the internet for pre-written or specially prepared work;
   - Use of another person's work for example a peer or person who is not a member of the school.

b) self-plagiarism, reusing your own work previously submitted in another assessment task;
c) paraphrasing a paper either in electronic or printed form, without appropriate citation;
d) direct copying of material, cutting, pasting or piecing information from single or multiple sources and presenting the information as original work;
e) submission of a peer's work either partially or completely as one's own work, even with the student's knowledge or consent.

2. Inadvertent or intentional academic malpractice

On occasion, a student that plagiarises may do so inadvertently as a result of inadequate study skills and/or lack of familiarity with academic writing skills. In response to an incident of unintentional plagiarism detected during the marking process, Nowra High School may require the student to seek assistance from staff or the Learning Support Team.

On the first occasion of plagiarism, the student will be required to resubmit the task and will be eligible to receive half the value of the original assessment task. If the student fails to resubmit the task, they will receive **a mark of zero.** Repeated incidents of plagiarism detected during the marking process will result in the student **receiving a zero mark for the task.**

Some students that plagiarise do so intentionally, with the aim to deceive. This constitutes a cognisant and pre-meditated form of academic malpractice and demonstrates a significant breach of the core values of academic integrity. Students who are found to repeatedly engage in academic malpractice conduct will be subject to the consequences outlined below.

3. Consequences of Academic Malpractice

a) If you are guilty of academic malpractice, you will get **zero** for the entire assessment task and receive an N warning for that task. Continued instances of malpractice may result in you getting an N determination for the subject.

b) Although you will receive no marks, you will need to resubmit the task in order to meet NESA requirements for the satisfactory completion of the course.

c) Your parents/carers will be informed.

d) Repeated instances of academic malpractice will be dealt with using the school's discipline policy and may result in suspension or possible expulsion for continued disobedience.

This policy was created in consultation with NESA and various university policies on academic malpractice.

O. Principal's Decision

In all matters relating to the satisfactory completion of assessed and non-assessed tasks, the decision of the Principal is final.

P. Where to Get Advice

Students who require information on assessment tasks are advised to see classroom teachers, Subject Coordinators and Head Teachers first, and then consult with the Deputy Principal in charge of your year group.
For advice in relation to all other matters, students can seek assistance from your Year Adviser, the Careers Adviser and/or the Deputy Principal for your year group.
Students can find further information at NESA: https://educationstandards.nsw.edu.au/wps/portal/nesa/11- 12/hsc/rules-and-processes/rules-procedures-guide-studentsSummary of Student Responsibilities

It is your responsibility to:

a) Refer to this booklet and the school's website throughout the year.
b) Familiarise yourself with NESA requirements for the satisfactory completion of a course and for satisfactory attendance.
c) Ensure you refer to the assessment schedule for EACH course you are studying and that you are aware ofspecific course requirements.
d) Be aware of the assessment policies and procedures of Nowra High School as detailed in this booklet andabide by them.
e) Make a genuine attempt at all assessment tasks.
f) Ensure that you conduct yourself in a manner that does not interfere with the progress of other students

English
Year 7 Course Assessment

COURSE DESCRIPTION: Language and text shape our understanding of ourselves and our world. This allows us to relate with others, and contributes to our intellectual, social and emotional development. In English K–10, students study language in its various textual forms, which develop in complexity, to understand how meaning is shaped, conveyed, interpreted, and reflected. Students engage with literature from Australia, including the rich voices of Aboriginal and Torres Strait Islander Peoples, and from across the world. These texts communicate in distinctive ways and are shaped by lived experiences, knowledge, cultures, and connections. By exploring historic and contemporary texts, representative of a range of cultural and social perspectives, students broaden their experiences and become empowered to express their identities, personal values and ethics. Students develop foundational literacy skills in the early years and progressively build on these skills. This enables them to learn about and control language in a range of increasingly sophisticated contexts.Through interrelated practices and experiences in understanding and creating texts, students learn about the power, purpose, value and art of English. The development of these interconnected skills and understandings supports students to become confident communicators, critical and imaginative thinkers, and informed and active participants in society.

Assessment Schedule and Weightings

Nature of Task	**Task 1** Progress Task	**Task 2** Half Yearly Examination	**Task 3** Analytic Task	**Task 4** Yearly Examination	**Weighting %**
Timing	Week 4, 6 & 8 Term 1	Week 4 Term 2	Week 9 Term 3	Week 4 Term 4	
Outcomes	EN4-RVL-01, EN4-URC-01, EN4-URA-01, EN4-ECA-01, EN4-URB-01, EN4-ECB-01	EN4-RVL-01, EN4-URA-01	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01, EN4-ECB-01	EN4-RVL-01, EN4-URA-01	
Component					
Unit: Me and My World	30%				**30%**
Unit: The Poet in Me		20%			**20%**
Unit: The Narrative Tradition			30%		**30%**
Unit: Page to Stage to Screen				20%	**20%**
Weighting %	**30%**	**20%**	**30%**	**20%**	**100%**

Outcomes
A student develops the skills to:

EN4-RVL-01	use a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
EN4-URA-01	analyse how meaning is created through the use of and response to language forms, features and structures
EN4-URB-01	examine and explain how texts represent ideas, experiences and values

EN4-URC-01	identify and explain ways of valuing texts and the connections between them
EN4-ECA-01	create personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
EN4-ECB-01	use processes of planning, monitoring, revising and reflecting to support and develop composition of texts

English
Year 7 Enrichment Course Assessment

COURSE DESCRIPTION: Language and text shape our understanding of ourselves and our world. This allows us to relate with others, and contributes to our intellectual, social and emotional development. In English K–10, students study language in its various textual forms, which develop in complexity, to understand how meaning is shaped, conveyed, interpreted, and reflected. Students engage with literature from Australia, including the rich voices of Aboriginal and Torres Strait Islander Peoples, and from across the world. These texts communicate in distinctive ways and are shaped by lived experiences, knowledge, cultures, and connections. By exploring historic and contemporary texts, representative of a range of cultural and social perspectives, students broaden their experiences and become empowered to express their identities, personal values and ethics. Students develop foundational literacy skills in the early years and progressively build on these skills. This enables them to learn about and control language in a range of increasingly sophisticated contexts.Through interrelated practices and experiences in understanding and creating texts, students learn about the power, purpose, value and art of English. The development of these interconnected skills and understandings supports students to become confident communicators, critical and imaginative thinkers, and informed and active participants in society.

Assessment Schedule and Weightings

Nature of Task	**Task 1** Picture Book Task	**Task 2** Half Yearly Examination	**Task 3** Shakespeare Performance a) Group performance b) Reflection	**Task 4** Yearly Examination	**Weighting %**
Timing	Week 9 Term 1	Week 4 Term 2	Week 9-10 Term 3	Week 3 Term 4	
Outcomes	EN4-RVL-01, EN4-URC-01, EN4-URA-01, EN4-ECA-01, EN4-URB-01, EN4-ECB-01	EN4-RVL-01, EN4-URA-01	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01, EN4-ECB-01	EN4-RVL-01, EN4-URA-01	
Component					
Unit: Me and My World - Place and Culture	30%				**30%**
Unit: Stories From Europe		20%			**20%**
Unit: Shakespeare - A Midsummer Night's Dream			20%		**20%**
Unit: Page to Screen				30%	**30%**
Weighting %	**30%**	**20%**	**20%**	**30%**	**100%**

Outcomes
A student develops the skills to:

EN4-RVL-01	use a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
EN4-URA-01	analyse how meaning is created through the use of and response to language forms, features and structures

EN4-URB-01	examine and explain how texts represent ideas, experiences and values
EN4-URC-01	identify and explain ways of valuing texts and the connections between them
EN4-ECA-01	create personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
EN4-ECB-01	use processes of planning, monitoring, revising and reflecting to support and develop composition of texts

Geography

Year 7 Course Assessment

COURSE DESCRIPTION: Landscapes and Landforms: Students have the opportunity to explore the diversity of the world's landscapes and landforms. As they do this, they investigate the processes responsible for the formation of these landscapes and landforms. They are also encouraged to study landscapes and landforms in different locations and at a variety of scales.

Place and Liveability: Students discuss factors that influence people's perceptions of the liveability of places. They investigate features and characteristics of places across a range of scales that support and enhance people's wellbeing.

Assessment Schedule and Weightings

Nature of Task	Task 1 Landscapes and Landforms Research Task	Task 2 Portfolio of Learning	Task 3 Place and Liveability Writing Task	Weighting %
Timing	Week 7 Term 1 or 3	Ongoing	Week 3 Term 2 or 4	
Outcomes	GE4-1, GE4-2, GE4-3, GE4-4, GE4-7, GE4-8	GE4-1, GE4-2, GE4-3, GE4-4, GE4-5, GE4-6, GE4-7, GE4-8	GE4-2, GE4-3, GE4-5, GE4-6, GE4-7, GE4-8	
Component				
Knowledge and Understanding	15%	20%	5%	40%
Geographical concepts, tools and skills	5%	20%	5%	30%
Communication	10%	10%	10%	30%
Weighting %	30%	50%	20%	100%

Outcomes

A student develops the skills to:

GE4-1	locate and describe the diverse features and characteristics of a range of places and environments
GE4-2	describe processes and influences that form and transform places and environments
GE4-3	explain how interactions and connections between people, places and environments result in change
GE4-4	examine perspectives of people and organisations on a range of geographical issues
GE4-5	discuss management of places and environments for their sustainability
GE4-6	explain differences in human wellbeing
GE4-7	acquire and process geographical information by selecting and using geographical tools for inquiry
GE4-8	communicate geographical information using a variety of strategies

History

Year 7 Course Assessment

COURSE DESCRIPTION: Year 7 History is an inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. Year 7 History explores the passage of time from prehistory into the ancient world. Year 7 History begins by examining 'what is History'; an investigation of prehistory, essential historical skills and the work of an historian and archaeologist. The course moves into the ancient world with a study of the ancient civilizations of Ancient Egypt and Ancient China.

Assessment Schedule and Weightings

Nature of Task	Task 1 Ancient Egypt Research Task	Task 2 Portfolio of Learning	Task 3 Ancient China Writing Task	Weighting %
Timing	Week 8 Term 1 or 3	Ongoing	Week 4 Term 2 or 4	
Outcomes	HT4-1, HT4- 6, HT4- 8, HT4- 9, HT4- 10	HT4-1, HT4-2, HT4- 3, HT4- 5, HT4- 6, HT4- 7, HT4- 9, HT4-10	HT4-2, HT4- 3, HT4- 9, HT4-10	
Component				
Knowledge and Understanding	15%	20%	5%	40
Research and Inquiry Skills	10%	20%		30
Communication	5%	10%	15%	30
Weighting %	30%	50%	20%	100%

Outcomes

A student develops the skills to:

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

Human Society and Its Environment

Enrichment

Year 7 Course Assessment

Course Description: In this course, students work towards achieving Stage 4 History and Geography syllabus outcomes simultaneously, relating their learning to both historical and contemporary geographical issues. Students learn to describe the nature of history and explain patterns of change and continuity over time. Students learn to describe and assess the motives and actions of people in the past. Students learn to describe geographical processes that influence the features and characteristics of places and environments. Students learn strategies and learn to propose solutions to address contemporary geographical challenges and areas of historical contestation. They participate in fieldwork and the analysis of source materials to develop their capabilities. This course enables a focus on the cross-curricular priorities and General Capabilities outlined in the History and Geography syllabuses.

Assessment Schedule and Weightings

Nature of Task	**Task 1** **Project Based Learning Task**	**Task 2** **Essay Task**	**Task 3** **Portfolio of Learning**	**Weighting %**
Timing	Term 1, Week 10	Term 2, Week 10	Ongoing	
Outcomes	HT4-1, HT4-2, HT4-9, HT4-10, GE4-7, GE4-8	HT4-1, HT4-9, HT4-10, GE4-4, GE4-7, GE4-7.	HT4-4, HT4-5, GE4-1, GE4-2, GE4-3, GE4-5	
Component				
Knowledge and Understanding	10%	10%	10%	25%
Historical and Geographical inquiry skills	10%	5%	10%	20%
Skills	5%		10%	25%
Communication	5%	15%	10%	25%
Weighting %	30%	30%	40%	100%

Outcomes

A student develops the skills to:

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

GE4-1	locate and describe the diverse features and characteristics of a range of places and environments
GE4-2	describe processes and influences that form and transform places and environments
GE4-3	explain how interactions and connections between people, places and environments result in change
GE4-4	examine perspectives of people and organisations on a range of geographical issues
GE4-5	discuss management of places and environments for their sustainability
GE4-7	acquire and process geographical information by selecting and using geographical tools for inquiry
GE4 -8	communicate geographical information using a variety of strategies

Languages- French

Year 7 Course Assessment

COURSE DESCRIPTION: This Stage 4 course enables students to communicate with others in French, and to reflect on and understand the nature and role of language and culture in their own lives and the lives of others. Throughout this course, students develop an interest in and enjoyment of language learning and appreciate and value their own heritage, culture and identity. Through language learning, students learn to appreciate and respect the culture, beliefs and values of others

Assessment Schedule and Weightings

Nature of Task	Task 1 In Class Listening Comprehension Task	Task 2 Conversation with a Partner	Task 3 Poster	Task 4 In Class Reading Comprehension Exercise	Weighting %
Timing	Week 8, Term 1	Week 4, Term 2	Week 7/8, Term 3	Week 4, Term 4	
Outcomes	LFR4-2C, LFR4-7U	LFR4-1C, LFR4-4C, LFR4-5U, LFR4-6U	LFR4-4C, LFR4-6U	LFR4-2C, LFR4-3C, LFR4-7U	
Component					
Communicating: Interacting		10%			10%
Communicating: Accessing and Responding	5%			15%	20%
Communicating: Composing		5%	15%		20%
Understanding: Systems of Language	20%	10%	10%	10%	50%
Weighting %	25%	25%	25%	25%	100%

Outcomes

A student develops the skills to:

LFR4-1C	use French to interact with others to exchange information, ideas and opinions and make plans
LFR4-2C	identify main ideas in, and obtains information in texts
LFR4-3C	organise and responds to information and ideas in texts for different audiences
LFR4-4C	apply a range of linguistic structures to compose texts in French using a range of formats for different audiences
LFR4-5U	apply French pronunciation and intonation patterns
LFR4-6U	apply features of French grammatical structures and sentence patterns to convey information and ideas
LFR4-7U	identify variations in linguistic and structural features of texts
LFR4-8U	identify that language use reflects cultural ideas, values and beliefs

Mathematics
Year 7 Course Assessment

COURSE DESCRIPTION: The aim of Mathematics in Year 7 is to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives.

Assessment Schedule and Weightings

	Task 1	Task 2	Task 3	Task 4	Weighting %
Timing	Week 10 Term 1	Week 5 Term 2	Week 9 Term 3	Week 5 Term 4	
Outcomes	MAO-WM-01, MA4-INT-C-01, MA4-IND-C-01, MA4-ALG-C-01	MAO-WM-01, MA4-ANG-C-01, MA4-FRC-C-01	MAO-WM-01, MA4-LIN-C-01, MA4-GEO-C-01, MA4-FRC-C-01	MAO-WM-01, MA4-EQU-C-01, MA4-LEN-C-01, MA4-VOL-C-01	
Component					
Understanding, Fluency & Communication	10%	15%	10%	15%	**50%**
Reasoning & Problem Solving	10%	10%	15%	15%	**50%**
Weighting %	**20%**	**25%**	**25%**	**30%**	**100%**

****Coursework & Class work is assessable as a contribution towards Reports.****

Outcomes
A student develops the skills to:

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-VOL-C-01	applies knowledge of volume and capacity to solve problems involving right prisms and cylinders
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

Music

Year 7 Course Assessment

COURSE DESCRIPTION: The aim of the Music Years 7–10 Syllabus is to provide students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment in performing, composing and listening, and to allow a range of music to have a continuing role in their lives.

Assessment Schedule and Weightings

Name of Task	Task 1 Performance and Listening	Task 2 Composition and Listening	Weighting %
Timing	Week 4, Term 2	Week 4, Term 4	
Outcomes	4.1, 4.7	4.6, 4.8	
Component			
Performance	40%		40%
Composition		40%	40%
Listening	10%	10%	20%
Weighting %	50%	50%	100%

Outcomes

A student develops the skills to:

4.1	perform in a range of musical styles demonstrating an understanding of musical concepts
4.2	perform music using different forms of notation and different types of technology across a broad range of musical styles
4.3	perform music demonstrating solo and/or ensemble awareness
4.4	demonstrate an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
4.5	notate compositions using traditional and/or non- traditional notation
4.6	experiment with different forms of technology in the composition process
4.7	demonstrate an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
4.8	demonstrate an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
4.9	demonstrate musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
4.10	identify the use of technology in the music selected for study, appropriate to the musical context
4.11	demonstrate an appreciation, tolerance and respect for the aesthetic value of music as an artform
4.12	demonstrate a developing confidence and willingness to engage in performing, composing and listening experiences

PDHPE

Year 7 Course Assessment

COURSE DESCRIPTION: The study of PDHPE aims to enable students to develop the knowledge, understanding, skills, values and attitudes required to lead and promote healthy, safe and active lives.

Assessment Schedule and Weightings

Nature of Task	**Task 1** My Sense of Identity	**Task 2** Movement Skill and Performance	**Task 3** Health and Wellbeing- Theoretical	**Task 4** Movement Skills: Modified Games Active Lifestyles – Practical	**Weighting %**
Timing	Weeks 10, Term 1	Weeks 1-6, Term 2	Week 10, Term 3	Weeks 6-8, Term 3	
Outcomes	PD4-1, PD4-2, PD4-3, PD4-9	PD4-4, PD4-5, PD4-10, PD4-11	PD4-2, PD4-6, PD4-7, PD4-8, PD4-9	PD4-6, PD4-8,PD4-11	
Component					
Knowledge and Understanding Skills Values and Attitudes	25%	25%	25%	25%	100%
Weighting %	25%	25%	25%	25%	100%

Outcomes

A student develops the skills to:

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 context
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 physicallyactive 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 Course Assessment

COURSE DESCRIPTION: The study of Science is a collaborative, creative endeavour and has led to a dynamic body of knowledge organised as an interrelated set of models, theories, laws, systems, structures and interactions. It is through this body of knowledge that science provides explanations for a variety of phenomena and enables sense to be made of the natural world.

Assessment Schedule and Weightings

Nature of Task	Task 1 Practical Activity	Task 2 Online Science Assessment	Task 3 Research Task	Task 4 Yearly Examination	Weighting %
Timing	Week 8, Term 1	Week 5, Term 2	Week 8, Term 3	Week 4, Term 4	
Outcomes	2, 5, 6, 8, 9, 11, 16, 17	1, 4, 7, 9, 10, 11, 13, 14, 15, 16, 17	1, 3, 4, 5, 7, 8, 9, 14, 15	1, 2, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17	
Component					
Knowledge & Understanding	5%	10%		20%	35%
Working Scientifically – Research			25%		25%
Working Scientifically – First hand investigations	15%	5%			20%
Working Scientifically – Analysing data		5%	5%	10%	20%
Weighting %	20%	20%	30%	30%	100%

Outcomes

A student develops the skills to:

SC4-1	appreciate the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC4-2	show a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC4-3	demonstrate confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
SC4-4	identify questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SC4-5	collaborate and individually produces a plan to investigate questions and problems
SC4-6	follow a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
SC4-7	process and analyse data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
SC4-8	select and use appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
SC4-9	present science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
SC4-10	describe the action of unbalanced forces in everyday situations
SC4-11	discuss how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
SC4-12	describe the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
SC4-13	explain how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
SC4-14	relate the structure and function of living things to their classification, survival and reproduction
SC4-15	explain how new biological evidence changes people's understanding of the world
SC4-16	describe the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
C4-17	explain how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

Science – Enrichment
Year 7 Course Assessment

COURSE DESCRIPTION: The study of Science is a collaborative, creative endeavour and has led to a dynamic body of knowledge organised as an interrelated set of models, theories, laws, systems, structures and interactions. It is through this body of knowledge that science provides explanations for a variety of phenomena and enables sense to be made of the natural world.

Assessment Schedule and Weightings

Nature of Task	Task 1 Body Systems Model	Task 2 Rube Goldberg	Task 3 Depth Study	Task 4 Yearly Examination	Weighting %
Timing	Week 9, Term 1	Week 5, Term 2	Week 9, Term 3	Week 5, Term 4	
Outcomes	2, 5, 7, 8, 9, 11, 16, 17	1, 4, 7, 9, 10, 11, 13, 14, 15, 16, 17	1, 2, 3, 4, 5, 6, 7, 8, 9, 14, 15	1, 2, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17	
Component					
Knowledge & Understanding	5%	5%	5%	10%	25%
Working Scientifically – Research	10%	5%	5%		20%
Working Scientifically – First hand investigations		10%	10%	5%	25%
Working Scientifically – Analysing data	10%	5%	10%	5%	30%
Weighting %	25%	25%	30%	20%	100%

Outcomes

A student develops the skills to:

SC4-1	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC4-2	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC4-3	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
SC4-4	identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SC4-5	collaboratively and individually produces a plan to investigate questions and problems
SC4-6	follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
SC4-7	processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
SC4-8	selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
SC4-9	presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
SC4-10	describes the action of unbalanced forces in everyday situations
SC4-11	discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
SC4-12	describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
SC4-13	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
SC4-14	relates the structure and function of living things to their classification, survival and reproduction
SC4-15	explains how new biological evidence changes people's understanding of the world
SC4-16	describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
SC4-17	explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

Technology Mandatory

Year 7 Course Assessment

COURSE DESCRIPTION: 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 Schedule and Weightings

Nature of Task	**Task 1** Design and Production Folio	**Task 2** Design and Production Folio	**Weighting %**
Timing	Term 2 Week 4	Term 4 Week 5	
Outcomes	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP,	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP,	
Component			
Skills	25%	25%	50%
Knowledge & Understanding	25%	25%	50%
Weighting %	50%	50%	100%

Outcomes

A student develops the skills to:

TE4-1DP	design, communicate and evaluate innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP	plan and manage the production of designed solutions
TE4-3DP	select and safely apply a broad range of tools, materials and processes in the production of quality projects
TE4-4DP	design algorithms for digital solutions and implements them in a general-purpose programming language
TE4-5AG	Investigate how food and fibre are produced in managed environments.
TE4-6FO	Explain how the characteristics and properties of food to determine preparation techniques for healthy eating.
TE4-7DI	Explain how data is represented in digital systems and transmitted in networks.
TE4-8EN	Explain how force, motion and energy are used in engineered systems.
TE4-9MA	Investigate how the characteristics and properties of tools, materials and processes affect their use in designed solutions.
TE4-10TS	Explain how people in technology related professions contribute to society now and into the future.

Visual Arts

Year 7 Course Assessment

COURSE DESCRIPTION: Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

Assessment Schedule and Weightings

Nature of Task	Task 1	Task 2 Jimmy Pike artist study	Task 3 Abstraction Ceramics	Weighting %
Timing	Week 3 Term 2	Week 6 Term 2	Week 3 Term 4	
Outcomes	4.1, 4.2, 4.3,	4.6	4.4, 4.5	
Component				
Artmaking	35%		35%	70%
Critical / Historical		30%		30%
Weighting %	35%	30%	35%	100%

Outcomes

A student develops the skills to:

4.1	Use a range of strategies to explore different art making conventions and procedures to make artworks
4.2	Explore the function of and relationships between the artist- artwork- world- audience in artmaking practice
4.3	Make artworks that involve some understanding of the frames
4.4	Recognise and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
4.5	Investigate ways to develop meaning in their artworks
4.6	Select different materials and techniques to make artworks
4.7	Explore aspects of practice in critical and historical interpretations of art
4.8	Explore the function of and relationships between artist-artwork- world- audience in critical and historical studies
4.9	Begin to acknowledge that art can be interpreted from different points of view
4.10	Recognise that art criticism and history construct meanings

APPENDIX 1: Assessment Missed Due to <u>Illness or Misadventure</u>

Student Name:	Year:
Course Name:	Class:
	Class Teacher:

Task Details

Task Number:	Title:
Weighting:	Due: Term:____Week:_____Day: M T W T F Date: _____

Details of Illness/Misadventure/Absence

First day of absence: Term:____Week:_____Day: M T W T F Date: _____
Last day of absence: Term:_____Week:_____Day: M T W T F Date: _____
Reason for Absence: _____ Doctor's Certificate Attached? ❒ Yes ❒ No ❒ Other supporting documentation

Student Signature: _____ Date:_____

Parent/Caregiver Signature: _____ Date: _____

<u>RECOMMENDATION</u>:

<u>Teacher</u>: ❒ Hand in ❒ Undertake task ❒ Extension ❒ Estimate ❒ Zero mark ❒ Percentage Loss New Date: Term:_____ Week:_____ Day: M T W T F Date: _____ Reason: _____
<u>Head Teacher</u>: ❒ Hand in ❒ Undertake task ❒ Extension ❒ Estimate ❒ Zero mark ❒ Percentage Loss [NB: Percentage Loss as per policy: Year 7 =10%/day late; Year 8 = 20%/day late; Year 9 = 25%/day late] Agreed Date: ❒ As per c/r/t recommendation **OR** Term:_____Week:_____Day: M T W T F Date:_____ Reason: _____

HT Name:_____HT Signature: _____ Date:_____

DP Name:_____DP Signature: _____ Date: _____

❒ Student copy ❒ Faculty copy ❒ Office copy ❒ Letter of concern

APPENDIX 2: Assessment Missed Due to School/Other Business

[NB: Exemption form is required to be attached to this document]

Student Name:	Year:
First day of absence: Term:____Week:_____Day: M T W T F	Date: ________________________
Last day of absence: Term:_____Week:_____Day: M T W T F	Date: ________________________
❐ School ❐ Academic ❐ Sport	❐ Other ____________________
Supporting documentation supplied ❐ Yes	❐ No

Subject: **Task:** **Original Date:**	**Teacher:** **Name:** **Signature:**	**Re-scheduled Date:** **Time:**	**Head Teacher:** **Signature:** **Date:**	**Deputy:** **Signature:** **Date:**
* * *	* * *	* *	* * *	* * *
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I agree that it is my responsibility to complete each task as allocated.

Student Name: ………………………………………… **Signature:** ……………………………… **Date:** …………………

❐ Student copy ❐ Faculty copy ❐ Office copy

APPENDIX 3: Assessment Appeal

Student Name:	Year:
Course Name:	Class:
	Class Teacher:

Task Details

Task Number:	Title:
Weighting:	Due: Term:____Week:_____Day: M T W T F Date: _____

Reason(s) for Appeal

Any review undertaken will NOT look at marks awarded for specific assessment tasks.

The review will consider if the assessment task and/or the processes were appropriate for the stage of the course being assessed.

Briefly outline your reasons for lodging an appeal for the task.

……

……

……

……

……

Student Signature: _____ Date:_____

Parent/Caregiver Signature: _____ Date: _____

Appeal Decision

Review Panel Recommendation: ❒ Granted ❒ Denied

Reason: _____

_____

Deputy: Name:_____Signature:_____Date: _____

Course Head Teacher: Name:_____Signature:_____Date: _____

Head Teacher: Name:_____Signature:_____Date: _____

❒ Student copy ❒ Faculty copy ❒ Office copy

APPENDIX 4: Referencing

The web link referencing service currently provided by NHS can be found at https://org.slasa.asn.au/harvard. See the librarian, or your teacher, for the login password.

Harvard Style Referencing uses the 'Author-Date' system, as shown below:

Style, Books, Pamphlets and Brochures

Cutling, K 1991, *A guide to police writing*, Carswell, Canada.

Oscar, K & Noel, JR 2002, *Communicate!*, 10th edn, Wadsworth, Belmont, CA.

References cited from a Secondary Source

Wright, S 1996, *The way to go*, Allen & Unwin, Sydney, quoted in Cowdrey, C 1997,

Article or Chapter in an Edited Book

Barry, P 1992, 'Controlling corruption', in *Policing Australia: Old issues new perspectives,* eds P Moir & H Eijkman, MacMillan, Melbourne.

Article within a Journal (periodical)

Smith, DP 1996, 'Characters and cops', *Australian Policing Journal*, vol. 19, no. 5, pp. 323-342.

Newspaper Article

Smith, DP, Jones, K & Wrightson, R 1999, 'The great English debate', *Sydney Morning Herald*, 8 August, p. 6.

Electronic Sources (World Wide Web)

Web sites The group of Web pages and documents that make up a Web site can generally be accessed from a single home or index page.

NSW Police n.d., *NSW Police on-line*, home page, viewed 29 April 2003, <http://www.police.nsw.gov.au/main/>.

Another example of a Web page with an author:

Crime Prevention Unit 1999, *Indigenous crime prevention projects*, Attorney-General's Department, South Australia, viewed 29 April 2003, <http://www.cpu.sa.gov.au/sa_indproj.htm>.

A Web page without an author: follow the same process as for anonymous works and begin with the title.

The nature of cults 2002, last edited 24 October 2002, Concerned Christians Growth Ministries Inc., Nollamara, WA, viewed 10 November 2002, <http://www.ccgm.org.au/articles/TheNatureOfCults1.html>.

Punctuation must be exact. Be particularly careful in recording stops and slashes. The file address should be typed along the same line if possible.

Web page within a Web site**:** For a single page or related group of pages within a Web site, add the date (day and month of the most recent update or revision),the date document was viewed, and the URL or Internet address of the site or, if that is not available, URL of the main site.
NSW Police n.d., *Crime prevention in NSW*, viewed 29 April 2003, <http://www.police.nsw.gov.au/prevention/prevention.cfm>.

APPENDIX 5: AIMING TOWARDS ACHIEVING SUCCESS

Success is achievable for everyone. The work habits you develop and refine throughout your schooling years will not only help determine the quality of your overall schooling outcomes they, will also be invaluable skills to draw upon throughout life.

SOME GENERAL TIPS THAT YOU MIGHT FIND USEFUL:

GETTING ORGANISED: STAYING ORGANISED

1. Buy a diary or use your phone as an organiser to record your homework and tasks.
2. Write all your assessment tasks on a large wall calendar and refer to it regularly.
3. Set up a well-organised workspace. Aim for a quiet, well-lit area.
4. Decide on a regular homework/study time and commit to it as best you can.
5. Turn off electronic devices. Listen to music, without lyrics, that is recommended to assist with studying.
6. Consider your personal study preferences. Do you:

    - work better early in the morning or in the evening?
    - like to eat before or after you do your homework?
    - like to be warm or cool?
    - prefer a strong or soft light?
    - like it to be quiet, wear ear plugs, or have some low-level noise around you?

SOME STUDY SUGGESTIONS

- ✓ Keep your school books tidy, well organised and up-to-date. You need to be able to find and read your notes.
- ✓ Work efficiently on tasks during lesson time.
- ✓ Find a 'study buddy'. Work with a friend who wants to do well too.
- ✓ Make a study timetable.
- ✓ Start your homework by looking over your class work for that day. Try to recall classroom discussions. Add ideas to your answers. Complete any unfinished activities. Practise a few class tasks again.
- ✓ Undertake some research around topics studied in lessons.
- ✓ Write summaries at the end of units or create mind maps linking concepts.
- ✓ Put summary notes and study cribs up on your walls, the door, the ceiling……
- ✓ Record your notes and listen to them.

- ✓ Get someone like your carer, a sibling or a friend to 'hear' what you need to memorise.
- ✓ Start preparing for assessments several weeks before they are due.
- ✓ Read your task notification carefully and check the details of what is required.
- ✓ Break up assignments into 'chunks' and work through them one at a time.
- ✓ Prepare drafts and present them to your teacher for feed-back comments.
- ✓ Do a little often, don't leave anything to the last minute. Plan ahead.

MANAGING YOUR WELLBEING

- ➢ Develop skills in organisation and time management, they will come with practice.
- ➢ Prioritise and make plans.
- ➢ Be positive! Expect to succeed! Imagine how good you will feel when you complete and submit your work.
- ➢ Listen for and block negative self-talk. You can do it! You do deserve success!
- ➢ Eat well and get plenty of exercise.
- ➢ Remember to schedule in some 'me' time. Do things you enjoy and spend time with friends and family.
- ➢ Keep a good balance between school, your social life, family and job commitments.
- ➢ If you need help, ask for it! Remember that your teachers, your Year Adviser, your Deputy and the whole school community are here to help you achieve your goals.
- ➢ Talk to someone you trust if you are feeling overwhelmed.
- ➢ Work at keeping positive relationships at home. It's amazing how understanding and helpful others can be if you let them.
- ➢ Congratulate yourself on each achievement. Promise yourself a reward when you complete a difficult task. It doesn't have to be big
- ➢ Remember, not all pressure or stress is bad, managed properly it can help you reach greater heights.