

Henry Kendall High School



**Year 7 Assessment
Terms 1 & 2 - 2025**

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Policy on Assessment

Assessment at Henry Kendall High School is fundamentally driven by an acknowledgement of students' different learning pathways. It is essential that all students are able to access and display deep knowledge and understand of their subjects. In order for students to reach their personal best they must find connections to the curriculum and build relationships. Students are able to achieve these goals by constant attendance at school, above 85% and reflection upon their learning process. All staff are committed to the achievement of students' personal best.

Course Completion Criteria

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

- a) **followed** the course developed or endorsed by NESAs; and
- b) **applied** themselves 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.

Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course per Semester.

Grades

A	Outstanding	The student demonstrates extensive knowledge of content and understanding of course concepts and applies highly developed skills and processes in a wide variety of contexts. Students demonstrate creative and critical thinking skills and apply this understanding to effective analysis and evaluation. The student is able to effectively communicate complex ideas and information in a variety of forms.
B	High	The student demonstrates thorough knowledge of content and understanding of course concepts and applies well-developed skills and processes in a variety of contexts. Students demonstrate creative and critical thinking skills and apply this understanding to analysis and evaluation. The student is able to clearly communicate complex ideas and information in a variety of forms.
C	Sound	The student demonstrates sound knowledge of content and understanding of course concepts and applies skills and processes in a range of contexts. Students demonstrate skills and apply this understanding to evaluation. The student is able to communicate relevant ideas and information in an appropriate manner.
D	Basic	The student demonstrates a basic knowledge of content and understanding of course concepts and applies skills and processes in some familiar contexts. Students demonstrate skills and apply this understanding to evaluation. The student is able to communicate ideas and information in an appropriate manner.
E	Limited	The student demonstrates limited knowledge of content and understanding of course concepts and applies some skills and processes often with guidance. Students demonstrate elementary skills in recount. The student is able to communicate ideas and information.

Subject Studied – Year 7

Subject	Head Teacher
Aboriginal Studies	Miss Selsby
Applied Learning	Mrs Woodland (Relieving)
Creative & Performing Arts (CAPA)	Mr Walters
English	Mr Wawrzyk
History & Geography (HSIE)	Mr Macdonald
Mathematics	Mr Reece
PDHPE & Sport	Mr Mellish
Science	Ms Green
STEM & Technology (TAS)	Mrs Barrett

Student Responsibilities

Students are expected to complete all tasks to the best of their ability. All assessment tasks are compulsory. Tasks will be completed on or before the date indicated. Students absent from an assessment task or examination are required to submit written evidence (a note from home) as to the reason for their absence.

Late Work: Failure to submit an assessment task on time will result in a zero. Work will still need to be completed and will be marked a zero for that task will be placed against the students' performance for that task.

Responsibilities of Year 7 Students

Students in Year 7 are responsible for:

- Ensuring that you work to the best of your ability in all classes.
- Ensuring that you do not disrupt the learning environment of others.
- Responsible for your own learning by:
- Determining if any assessment information has been distributed during a period of absence.
- Attempting each assessment task to the best of your ability so that they demonstrate maximum level of achievement. Technological issues including the loss of material or faulty storage facilities are not acceptable reasons for non-submission of tasks. Ensure all work is saved in various places and hard copies kept indicating progress.
- Ensuring that all work submitted is your own work.
- Ensuring that all tasks are submitted on time or that the procedures outlined are followed to seek a substitute task.
- Ensuring their Assessment Notification is signed and dated on submission of each assessment.
- Ensuring any questions that you may have about the assessment or grade, or comments made for an individual piece of work, are resolved at the time the work is handed back.
- Demonstrating, through diligence and sustained effort and sound attendance that you have met the requirements of the course.
- Applying for disability provisions should you be eligible.



HENRY KENDALL HIGH SCHOOL

YEAR 7 ASSESSMENT SCHEDULE

TERM 1 2025

FACULTY / COURSE	TOPIC	ASSESSMENT	DUE DATE	HAND-IN TASK (HI) OR IN-CLASS TASK (IC)
APPLIED LEARNING	Process diary	Presentation and classwork	Week 8	HI
ENGLISH	How Meaning is Made - Poetry	Comprehension	Week 10	IC
HISTORY	Narrabeen Man Task	Investigating the Ancient Past	Week 7	HI & IC
MATHEMATICS	Making Predictions and Making Decisions	Assignment/Investigation	Week 11	HI
MUSIC	Global Music	Task 2 - Rhythm Composition Task 1 – Performance (Across Term 1 and 2)	Week 11	IC
PDHPE	Theory - Change Practical - Fundamental Movement Skills	Theory - Change Practical - Movement skills	Week 8	HI
SCIENCE	Learning to Work Scientifically and Matter	Investigating Skills	Week 10	IC
TECHNOLOGY	Technology Mandatory: All Strands	Practical work & Folio	Week 10	HI & IC
VISUAL ARTS	Creative Colour	Art History and Criticism written task – Kandinsky	Week 9	IC
WELLBEING				

NB: Amendments may be made to this schedule dependant on circumstances.



HENRY KENDALL HIGH SCHOOL

YEAR 7 ASSESSMENT SCHEDULE

TERM 2 2025

FACULTY / COURSE	TOPIC	ASSESSMENT	DUE DATE	HAND-IN TASK (HI) OR IN-CLASS TASK (IC)
APPLIED LEARNING	Videos for Change	Presentation and classwork	Week 8	HI
ENGLISH	Coming of Age - Novel Study	Narrative Task	Week 10	HI & IC
HISTORY	Term Test	The Mediterranean World	Week 4	IC
MATHEMATICS	Representing Number and Additive Thinking	Open Book Exam	Week 10	IC
MUSIC	Global Music	Performance Task (ongoing)	Week 2	IC
PDHPE	Theory - Health Literacy Practical - Dance	Dance Practical	Week 9	IC
SCIENCE	NA			
TECHNOLOGY	Technology Mandatory: All Strands	Practical work & Folio	Week 5	HI & IC
VISUAL ARTS	Creative Colour	Artmaking – Creative colour activities in VAPD and Artwork	Week 2	IC

NB: Amendments may be made to this schedule dependant on circumstances.

Term 1 2025 – School Planner Calendar

NSW Department of Education



School Planner 2025

Term 1	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
January/ February	1	Australia Day 27	School holiday 28	School holiday 29	School holiday 30	School development day for Eastern division schools 31	1	2
February	2	School development day for Eastern division schools 3	School development day for Eastern division schools 4	School development day for Eastern division schools 5	Term 1 begins for students in Eastern division schools 6	School development day for Western division schools 7	8	9
February	3	School development day for Western division schools 10	School development day for Western division schools 11	School development day for Western division schools 12	Term 1 begins for students in Western division schools 13	14	15	16
February	4	17	18	19	20	21	22	23
February / March	5	24	25	26	27	28	1	2
March	6	3	4	5	6	7	8	9
March	7	10	11	12	13	14	15	16
March	8	17	18	19	20	21	22	23
March	9	24	25	26	27	28	29	30
March / April	10	31	1	2	3	4	5	6
April	11	7	8	9	10	Last day of Term 1 11	12	13



School development days

The dates are determined by the department. Always check with your local school as dates may change. Parents and carers should not send their children to school on school development days.
education.nsw.gov.au/schooling/calendars/school-development-days



Scan me for key dates

Help your child get the most out of their school year and to explore our resources.
education.nsw.gov.au/calendars

Term 2 2025 – School Planner Calendar

NSW Department of Education



School Planner 2025

Term 2	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
April / May	1	School development day for all schools	School development day for all schools	Term 2 begins for students in all schools				
		28	29	30	1	2	3	4
May	2	5	6	7	8	9	10	11
		12	13	14	15	16	17	18
May	4	19	20	21	22	23	24	25
		26	27	28	29	30	31	1
May / June	5							
		2	3	4	5	6	7	8
June	6	King's Birthday						
		9	10	11	12	13	14	15
June	8	16	17	18	19	20	21	22
		23	24	25	26	27	28	29
June	9							
		30	1	2	3	4	5	6
June / July	10					Last day of Term 2		



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