



Barker
College

2025 Year 7 Academic Manual

A schedule of tasks and rules for students in Year 7



Barker
College

Honor Non Honores

Mission

An Anglican community inspiring
every learner
every experience
every day

Vision

To be a leader in Christian education
that is characterised by a global vision
that inspires hope

Values

Commitment
Compassion
Courage
Integrity
Respect



We acknowledge the Dharug, Darkinjung, Wonnarua and Yolŋu peoples who are the traditional custodians of the land on which Barker College, Darkinjung Barker, Ngarralingayil Barker and Dhupuma Barker stand.

We pay respect to the Elders past, present and emerging of the Dharug, Darkinjung, Wonnarua and Yolŋu nations and extend that respect to other Indigenous people within the Barker College community.

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Middle School Assessment at Barker College

Nature and purpose of assessment

Assessment of student achievement is integral to teaching and learning. It involves collecting information and making reliable judgments about student performance in relation to the objectives and related outcomes of the course that specify what students know, understand and can do.

Such evidence is useful in that it:
provides diagnostic information,
determines future teaching directions,
assists students with their learning, and,
reports on the extent of student achievement of course outcomes.

Measuring achievement at points during a course can provide a clear indications of student achievement. It increases the accuracy of the final assessment by using multiple measures. It caters for any knowledge and skills outcomes that are better assessed in specific settings (e.g. oral/aural tasks, practical tasks), thus broadening the base for assessment.

Students will be issued with notifications of any formal assessment task approximately two school weeks prior to the sitting or submission date. **It is a student's responsibility to ensure that their work is submitted on time, or that they are present for a formal, in-class assessment task.**

During the semester, teachers will also work with students to provide feedback on their performance in a variety of other activities within each subject. The ultimate aim is to foster an environment where teachers can have ongoing and meaningful conversations with students about their progress, where they need to improve, and what goals they might have. Students can reflect better on their learning and that of their peers. This process is one where students can concentrate on how to improve rather than teachers making a definite and lasting judgement on a student's ability at a point in time.

Internal Assessments at Barker College

This Assessment schedule is provided to help students plan their work so that they can avoid building unnecessary pressure on themselves. The dates are accurate at the time of printing but may change during the course of the year. Students will be made aware of any changes via notification sheets they receive prior to the task.

As a parent, how can I support my child?

It is important to know that there will be busy periods for your son or daughter, and time management will be crucial. Most importantly, the classroom teacher will be providing ongoing information and feedback to students about their work, and the relationship between these teachers and students is key. If students have questions, the classroom teacher and the resources that they provide is the best place to start.

We encourage the use of the student diary as an organisational tool. Likewise, the classroom teacher will provide opportunities for students to ask questions about assessments in the weeks preceding due dates.

Students are advised to seek support from their Head of House if they need help with organisation and managing the Year 10 workload. Subject Access is also available outside of school hours to provide additional support for students, particularly around assessment deadlines.

Term Summaries – Year 7 Formal Assessment tasks

Students are encouraged to record the day/date/period for their own formal assessment tasks in their school diary.

Term 1 2025

Term 1 2025		
Week	Subject	Assessment Task
Week 10	Mathematics	Assessment Task 1
	History	In-class test
	Visual Arts Semester 1 Group	Artmaking
Week 11	Geography	Geographic Skills: Treasure Map

Term 2 2025

Term 2 2025		
Week	Subject	Assessment Task
Week 2	English	Imaginative Writing
Week 4	Technology	Design Project 1
	Science	Science skills, Knowledge and Data Task
Week 5	Christian Studies	Creative representation of Jesus in the Gospels
	Visual Arts Semester 1 Group	Critical and Historical Studies
Week 6	Music Semester 1 Group	Online Quiz and Composition
Week 8	Mathematics	Assessment Task 2
Terms 1 & 2 Ongoing	Christian Studies	Class participation
	PDHPE	Semester 1 Formative Assessment
	PDHPE	Semester 1 Practical performance

Term 3 2025

Term 3 2025		
Week	Subject	Assessment Task
Week 5	Science	Depth Study & Data Task
	English	Responding to Poetry Task
Week 6 - Week 7	History	Oral task
Week 7	Christian Studies	Youth Group Report
Week 8	PDHPE	Semester 2 Task
Week 9	Visual Arts Semester 2 Group	Artmaking

Term 4 2025

Term 4 2025		
Week	Subject	Assessment Task
Week 1	Geography	Summative assessment
Week 3	Science	Science skills & knowledge Task
	Technology	Design Project 2
Week 4	Visual Arts Semester 2 Group	Critical and Historical Studies
Week 5	Mathematics	Summative Assessment
	Music Semester 2 Group	Online Quiz and Composition
Terms 3 & 4 Ongoing	Christian Studies	Class participation
	PDHPE	Semester 2 Practical performance

Individual Subject Schedules

The schedules that follow list the assessment tasks for each Year 7 course. The week in which the task will be held is indicated. A more exact indication of the timing of the task will be found in the notification sheet that will be issued two weeks prior to the task.

The mode or form of the task is indicated in the column "Type". The following codes are used:

C	In-class test, including practical tests
H	Hand-in task: a task that is prepared out of class time and submitted on the due date
E	Formal written examination
O	Oral task
P	Performance

Christian Studies								
	Task #	Name	Type	Term	Week	Weighting	Reporting Period	Description
	1:	Class participation	C	Terms 1 & 2 Ongoing		10%	Semester 1	Class participation
	2:	Creative representation of Jesus in the Gospels	H	Term 2	Week 5	35%	Semester 1	Students create a display which represents an element of Jesus' life in the Gospels.
	3:	Youth Group Report	H	Term 3	Week 7	35%	Semester 2	Students attend a Friday evening youth group and write a report on their experience
	4:	Class participation	C	Terms 3 & 4 Ongoing		20%	Semester 2	Class participation

English								
	Task #	Name	Type	Term	Week	Weighting	Reporting Period	Description
	1:	Imaginative Writing	C	Term 2	Week 2	50%	Semester 1	NAPLAN-style task based on Term 1 work
	2:	Responding to Poetry Task	C	Term 3	Week 5	50%	Semester 2	Analytical Response to Poetry

Geography								
	Task #	Name	Type	Term	Week	Weighting	Reporting Period	Description
	1:	Geographic Skills: Treasure Map	H	Term 1	Week 11	50%	Semester 1	Students are to hand in their performance of understanding. This will take the form of a Treasure Map that demonstrates the geographic skills that have been learnt during Term 1.
	2:	Summative assessment	E	Term 4	Week 1	50%	Semester 2	A summative task covering all skills outcomes from the whole year and the topic areas studied in Semester 2. The format may include multiple choice and short answer questions, and an extended response question.

History								
	Task #	Name	Type	Term	Week	Weighting	Reporting Period	Description
	1:	In-class test	C	Term 1	Week 10	50%	Semester 1	Students complete a written task on content covered to date
	2:	Oral task	O	Term 3	Week 6/Week 7	50%	Semester 2	Students complete an in-class test

Mathematics								
	Task #	Name	Type	Term	Week	Weighting	Reporting Period	Description
	1:	Assessment Task 1	C	Term 1	Week 10	25%	Semester 1	Students complete a test on content covered to date
	2:	Assessment Task 2	C	Term 2	Week 8	25%	Semester 2	In-class assessment testing non-calculator skills, understanding and applications of selected course concepts
	3:	Summative Assessment	C	Term 4	Week 5	50%	Semester 2	A summative assessment involving testing of non- calculator skills, applications and understanding of all course material covered to date

Music Semester 1 Group								
	Task #	Name	Type	Term	Week	Weighting	Reporting Period	Description
	1:	Online Quiz and Composition	C	Term 2	Week 6	50%	Semester 1	Online quiz covering musical concepts and composition.

Music Semester 2 Group								
	Task #	Name	Type	Term	Week	Weighting	Reporting Period	Description
	2:	Online Quiz and Composition	C	Term 4	Week 5	50%	Semester 2	Online quiz covering musical concepts and composition.

Personal Development, Health and Physical Education (PDHPE)								
	Task #	Name	Type	Term	Week	Weighting	Reporting Period	Description
	1:	Semester 1 Formative Assessment	P	Terms 1 & 2 Ongoing		25%	Semester 1	Ongoing in-class assessment of each student's knowledge, movement, self-management and interpersonal skills.
	2:	Semester 1 Practical performance	P	Terms 1 & 2 Ongoing		25%	Semester 1	Ongoing in-class assessment of each student's movement, self-management and interpersonal skills
	3:	Semester 2 Task	H	Term 3	Week 8	25%	Semester 2	Students examine healthy habits and choices
	4:	Semester 2 Practical performance	P	Terms 3 & 4 Ongoing		25%	Semester 2	Ongoing in-class assessment of each student's movement, self-management and interpersonal skills

Science								
	Task #	Name	Type	Term	Week	Weighting	Reporting Period	Description
	1:	Science skills, Knowledge and Data Task	C	Term 2	Week 4	30%	Semester 1	An assessment of the practical skills, knowledge and understanding and data processing abilities acquired to date
	2:	Depth Study & Data Task	C	Term 3	Week 5	35%	Semester 2	Presentation of depth study research
	3:	Science skills & knowledge Task	C	Term 4	Week 3	35%	Semester 2	Written test-style task on a selection of topics covered during the course

Technology								
	Task #	Name	Type	Term	Week	Weighting	Reporting Period	Description
	1:	Design Project 1	H	Term 2	Week 4	50%	Semester 1	Practical design project, folio and research task
	2:	Design Project 2	H	Term 4	Week 3	50%	Semester 2	Practical design project, folio and research task

Visual Arts Semester 1 Group

	Task #	Name	Type	Term	Week	Weighting	Reporting Period	Description
	1:	Artmaking	H	Term 1	Week 10	60%	Semester 1	Submission of Artmaking task
	2:	Critical and Historical Studies	C	Term 2	Week 5	40%	Semester 1	In-class written test

Visual Arts Semester 2 Group

	Task #	Name	Type	Term	Week	Weighting	Reporting Period	Description
	1:	Artmaking	H	Term 3	Week 9	60%	Semester 2	Submission of Artmaking task
	2:	Critical and Historical Studies	C	Term 4	Week 4	40%	Semester 2	In-class written test

1. Frequently asked questions for Formal Tasks

For each formal assessment task (**but not for progressive reporting tasks**), students will be issued with a formal notification approximately two weeks prior to the sitting or submission date of the task. It is a student's responsibility to ensure that their work is submitted on time or that they are present for this formal task.

In order that the Formal Assessment program is fair for all students, the following arrangements apply.

1.1 What to do if I am sick on the day of a formal assessment task?

- Notify the Middle School Office (8438 7236) by 8.20am on the morning of the formal task
- Submit a letter or email to the relevant Dean of Middle School to explain the reason for being unable to complete the formal assessment task
- Students should expect to sit the formal task, or an equivalent task, on their return to school or at the next reasonable opportunity. The relevant Dean of Middle School will coordinate this process.

1.2 What happens if I cannot do a formal assessment task as described on the assessment notification?

If you require variations to a formal assessment task, you need to see the relevant Dean of Middle School a **minimum of 1 week before** each task that requires a variation to make alternative arrangements, unless the request is due to an unforeseen incident. Only for formal assessment tasks, you will be asked to provide documentation indicating specific reasons why the variation is required.

1.3 What to do if I arrive to School late on the day of a formal assessment task?

A student who is late to school on the day of a formal assessment must notify their relevant Dean by attending the Middle School Office.

1.4 What to do if I cannot make the deadline for a formal assessment task?

If you are unlikely to meet a deadline then you should see the relevant Dean of Middle School at least one week prior to the due date, where possible. They may be able to help you find a way to complete the formal task on time. We want you to produce your best effort and can help you do this if enough notice has been given.

An extension to the published date of a formal assessment task can only be granted by the relevant Dean of Middle School after consultation with the relevant Head of Department.

Individual teachers may not, under any circumstances, grant an extension of time for formal assessment tasks.

If you have not been granted an extension, then penalties will apply for work submitted late.

1.5 What type of penalties exist for formal assessment tasks?

For **hand-in** assessment tasks, penalties will be applied as follows for late work:

- **10% penalty – for up to one day late (i.e. 8.20am on the next school date)**
- **20% penalty for up to two days late**
- **30% penalty for up to three days late**
- **50% penalty for more than three days late**

It is at the discretion of the relevant Dean of Middle School in conjunction with the Director of Curriculum Strategy to apply any lesser penalty.

1.6 What happens if technology breaks down?

Students may use technology (e.g. Word, Excel, PowerPoint, etc) for the presentation of any tasks but should note the following:

A student cannot come on the day a formal assessment task is due and claim that they cannot hand in, or complete the task because:

- a. the computer broke down
- b. the printer will not work, or,
- c. some other technological problem

No extension can be granted in this case.

If there is a problem with technology, students must be able to show evidence of the construction of the task, ie. students must print a hard copy at various stages of the task and keep these as evidence until the final task has been submitted or presented.

Students are also strongly encouraged to use USB sticks, drop boxes, email, iCloud, Google Docs etc. to store copies of their research and drafts.

1.7 What other penalties might apply to a formal assessment task?

Students who are found to be cheating may be awarded zero for that task. This includes plagiarism.

Students are responsible for the ownership of their work. Plagiarism is the deliberate or unintentional use of another author's work, resulting in the impression that it is your own.

It includes the following:

- copying any material from books, journals, study notes or tapes, the web, or any other source without indicating this by quotation marks or by indentation, italics or spacing and without acknowledging that source by footnote or citation;
- rephrasing ideas from books, journals, study notes or tapes, the web, the work of other students, or any other source without acknowledging the source of those ideas by footnotes or citations;
- unauthorised collaboration with any other student that goes beyond the discussion of general strategies or other general advice;
- the copying of all or of part of another student's work;
- re-using the work of someone who did the subject in an earlier year;
- memorising another's work and rewriting it at a later date;

In the School Diary are some guidelines to assist students with the correct referencing of other's work. Students are strongly advised to read this and refer to the guidelines, their teachers, the library when submitting work involving the ideas of others.

It is often very tempting to copy and paste work from the internet or another source and claim it as your own. This is treated very seriously – students are advised to acknowledge all sources, as staff can often identify work that is clearly not a student's own.

1.8 Do I still need to complete a formal assessment task if I have been given zero?

Yes. In order to satisfy the NSW Education Standards Authority (NESA) requirements you must apply yourself with diligence and a sustained effort throughout the year. This means that all formal tasks need be completed to allow Barker College to inform NESA that you have met the outcomes of that course.

1.9 Can I receive an estimate if I have been absent for a formal assessment task?

It should never be assumed that estimates can be given for formal assessment tasks unless approved by the relevant Dean of Middle School and the Director of Curriculum Strategy. In almost all circumstances, a substitute task will be required to be completed. As noted above, formal assessment tasks must be completed so that the outcomes of the course can be met.



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