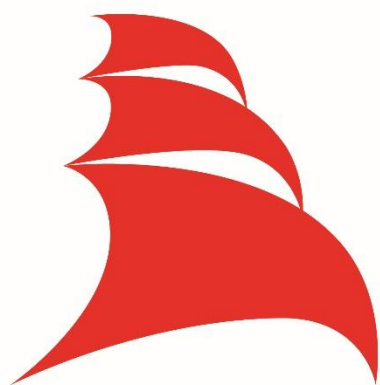


Year 7

Assessment Guide 2022



**ENDEAVOUR**

**SPORTS**

**HIGH SCHOOL**



## Year 7 ASSESSMENT GUIDE 2022

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## A Message from the Principal

At Endeavour we believe that there is nothing more important than your learning. To reach your academic potential you will be required to demonstrate diligence and sustained effort to all learning tasks.

The best resources you have during this period are your teachers, and it is important that you form strong partnerships with them to ensure the best possible results.

Whilst you may be engaged in a range of activities both inside and outside of school, your learning should always come first.

We want students at Endeavour to constantly challenge themselves and to push the limits of what is possible. I look forward to sharing this journey with you in a learning environment that guarantees academic success.

James Kozlowski  
Principal

## ENDEAVOUR SPORTS HIGH SCHOOL - STAFF 2022

<b>PRINCIPAL</b>	Mr James Kozlowski	<b>DEPUTY PRINCIPAL 7 9 11</b>	Ms Nagla Jebeile
<b>CAREERS ADVISER</b>	Ms Liri Latimore	<b>DEPUTY PRINCIPAL 8 10 12</b>	Ms Jocelyn Gooch
<b>HEAD TEACHER ADMINISTRATION</b>	Ms Marni Miller	<b>STUDENT ADVISER</b>	Ms Jessica Powditch and Ms Caitlin Hannigan
<b>HSC MENTOR</b>	Dr Ian Paterson	<b>HEAD TEACHER WELLBEING</b>	Ms Gillian Kaladelfos Mr David Howlett
<b>DIRECTOR OF SPORTS</b>	Mr Dave Davids	<b>HEAD TEACHER TEACHING &amp; LEARNING</b>	Mrs Sarah Hawke
		<b>LEARNING AND SUPPORT TEAM COORIDNATOR</b>	Mrs Lisa Cutcliff

## KEY LEARNING AREAS HEAD TEACHERS

<b>ENGLISH</b>	English	Ms Aphrodite Chamos
<b>MATHEMATICS</b>	Mathematics	Mrs Sandra Williams
<b>SCIENCE</b>	Science	Miss Jessica Rigg Mr Liam Dwyer
<b>HSIE (Human Society and its Environment)</b>	History Geography	Ms Susie Smith
<b>PD/H/PE (Personal Development/ Health/Physical Education)</b>	PD/H/PE	Mrs Lenore Blades
<b>TAS (Technological and Applied Studies)</b>	Food Technology  Textiles  Industrial Technology Timber	Mrs Olivera Souris
<b>CREATIVE AND PERFORMING ARTS</b>	Music Visual Arts	Ms Phillipa Whittaker

## Assessment Policy

Accurate and comprehensive assessment of student performance against state-wide standards allows open communication of current learning performance and assists the development of strategies to enhance learning in the future. State-wide standards are expressed as learning outcomes in each syllabus document and these form the basis of the active teaching and learning programs implemented in the classroom and related learning environments for each course.

## Assessment

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- Enables students to demonstrate what they know and can do
- Clarifies student understanding of concepts and promotes deeper understanding and skills that are a suitable basis of future learning

### Each assessment task should:

- Be based on syllabus outcomes
- Be a valid instrument for what it is designed to assess
- Include criteria to clarify for students what aspects of learning are being assessed
- Enable students to demonstrate their learning in a range of task types
- Be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- Be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- Enable students and teachers to use feedback effectively and reflect on the learning process
- Be inclusive of and accessible for all students
- Be part of an ongoing process where progress is monitored over time
- Be submitted as stated on the assessment notification

## Implementation

All students in Year 7 will be presented with an Assessment Booklet comprising the assessment policy, course based assessment schedules including assessment tasks, weighting of a variety of tasks and their timing. Tasks can take many forms including tests and assignments, projects, portfolios, observations and group work. If for any reason there is a variation to the course assessment schedule, students will be notified in writing at least two weeks before the task is due.

## Late submissions

- If an assessable task has to be submitted and a student fails to do so by the specified date, a 20% deduction of marks will be given per calendar day, unless a note and medical certificate giving acceptable reasons is given to the teacher, Head teacher or Deputy Principal. This should be given on the first day of the student's return to school.

- Documentation is necessary if medical reasons are given for late submission. If a student has an event that coincides with an assessment task, it is their responsibility to notify their teacher as soon as possible and complete the Assessment Variation 1 form.
- They should be produced on the first day of the students return. If a child has a misadventure during an assessment task it is their responsibility to complete Assessment Variation 2 paperwork as soon as possible and hand it in to their Deputy Principal, Ms Gooch. Students can get this form from the Deputy Principal.

### **Non-submission of assessable tasks**

- A zero mark will be given for non-submission of an assessable task or non-serious attempt of an assessable task. ICT issues are not valid reasons for non-submission.
- Written notification will be given to parents/carers of each occurrence of a zero assessment mark.

### **Non-attendance at a test, exam, field study, practical test**

- If a student fails to attend an assessment task (examination, field study, practical task, presentation etc.) the student's parent/guardian must notify the school by telephone or SMS on the morning of the task, stating the reason/s for non-attendance. A zero mark will be given, unless a note and/or medical certificate, giving reasons is provided to the DP on the first day back at school.
- If a valid reason is given for non-attendance (illness or approved leave) then a mark will be awarded, based on a substitute/alternative task. Failure to complete a substitute/alternative task will mean a zero mark will be given.
- In exceptional circumstances, an estimate based on appropriate evidence will be used, where the completion of a substitute/alternate task is not feasible, is unreasonable, or where the missed task is difficult to duplicate.
- If a student is late for a test, practical task or examination, no extra time will be given except in extraordinary circumstances.
- If no valid reason for non-attendance is given, a zero mark will be awarded.

### **Malpractice, Plagiarism and Cheating**

- If a student cheats during assessable tasks or examinations, home assignments, essays, projects or tests, a zero mark will be awarded.
- If a student submits a prepared task that the teacher believes is not entirely the student's own work, the student may be required to reproduce the work under examination conditions. Failure to do so will result in a zero mark being awarded.
- If a student arrives for their exam out of uniform, the exam coordinator has the right to deny access to the exam room until the student can change into school uniform.
- No mobile phones are to be brought into the room during an assessment task or examination. If a phone rings or is seen during the task or exam this will be regarded as an attempt to cheat and will result in a zero mark being awarded.

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## **Student Feedback**

To improve and focus future learning, following the assessment and marking of the task, quality feedback will be provided through the marking guidelines and written /verbal summaries and adjustments to teaching and learning programs. Students are expected to take this opportunity to ask relevant questions of the teacher so as to improve on their performance. Parent Teacher meetings will focus on assessment tasks and report outcomes.

## **Homework**

Regular homework will be given to all students. Homework can take many forms to enable class work to be completed, concepts to be reinforced or new ideas to be explored when introductory concepts have been introduced in the lesson beforehand. Homework will normally be completed in a given timeframe and feedback provided to assess further student learning.

## **Future success in Learning**

All students should enjoy their learning outcomes being assessed and helpful feedback being provided. If a student or parent has any questions regarding the Assessment schedule or a particular task, please contact the school as soon as possible.

## **Relevant assessment information**

More specific details for every task will be issued by individual subject areas with at least two weeks advance notice.

These details will include:

- the outcomes to be assessed as set out in syllabus requirements
- the task number and its weighting
- a description of the task
- criteria on how the task will be assessed.

The assessment tasks included in each course schedule are referred to as summative assessments and are more formal in nature. However, many tasks in class or given for homework are formative assessments which assists teachers in making judgements about student progress and to support students in the effective completion of the summative or the scheduled assessment tasks.

All concerns regarding assessment should be directed to the Head Teacher indicated for each subject area.



## 7 ENGLISH

English is the study and use of the English language in its various textual forms. These encompass spoken, written and visual texts of varying complexity through which meaning is shaped, conveyed, interpreted and reflected. Through responding to and composing texts students learn about the power, value and art of the English language for communication, knowledge and enjoyment. They engage with, explore and compose a wide range of texts. By composing and responding with imagination, feeling, logic and conviction, students develop understanding of themselves and of human experience and culture. They develop clear and precise skills in speaking, listening, reading, writing, viewing and representing, and knowledge and understanding of language forms and features and structures of texts.

SEMESTER ONE					
No.	Task	Outcomes	Topic	Weighting	Due
1	Imaginative response	EN4-2A EN4-4B EN4-5C	Picture Books <i>My Life in Pictures</i>	20%	Week 7 Term 1
2	Presentation	EN4-1A EN4-2A EN4-3B	Film Study <i>Lights, Camera, Action</i>	20%	Week 4 Term 2
3	Bookwork		An assessment of course work for Semester one including all class tasks, homework and general organisation of notes and worksheets	5%	
<b>Semester one reports will include tasks 1-3</b>					
SEMESTER TWO					
4	Analytical response	EN4-1A EN4-2A EN4-3B EN4-7D	Novel Study <i>The plot thickens</i>	25%	Week 4 Term 3
5	Imaginative response and reflection	EN4-1A EN4-2A EN4-4C EN4-9E	Drama <i>Welcome to the Theatre</i>	25%	Week 3 Term 4
6	Bookwork		An assessment of course work for Semester two including all class tasks, homework and general organisation of notes and worksheets	5%	
<b>Semester two reports will include tasks 1-6</b>					

**English outcomes to be assessed:**

A Student:

- EN4-1A** responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression
- EN4-2A** effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
- EN4-3B** uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
- EN4-4B** makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
- EN4-5C** thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
- EN4-6C** identifies and explains connections between and among texts
- EN4-7D** demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
- EN4-8D** identifies, considers and appreciates cultural expression in texts
- EN4-9E** uses, reflects on and assesses their individual and collaborative skills for learning

## 7 GEOGRAPHY

During Stage 4, students will learn to describe geographical processes that influence the features and characteristics of places and environments. They will describe how places are perceived and valued differently and explain interconnections within environments and between people, places and environments. Students will discuss strategies for addressing geographical challenges, taking into account environmental, economic and social factors. Students will also undertake geographical inquiry through the collection, collation and analysis of primary data and secondary information.

Focus Study 1: Landscapes and Landforms

Focus Study 2: Place and Liveability

### EITHER

SEMESTER ONE					
No.	Task	Outcomes	Topic	Weighting	Due
1	Topic Test	GE4.1 GE4.2 GE4.4 GE4.7	This examination will test geographical skills and content learned throughout the semester. It will consist of multiple choice, skills based and knowledge based questions that require short answers and structured extended responses.	50%	Week 10 Term 1
2	Research Task	GE4.4 GE4.7 GE4.8	Students will research a significant geomorphic hazard. They will complete a series of questions and write a structured extended response to a given question based on their research	40%	Week 4 Term 2
3	Bookwork		An assessment of course work for Semester one including all class tasks, homework and general organisation of notes and worksheets	10%	
<b>Semester one reports will include tasks 1-3</b>					
OR					
SEMESTER TWO					
1	Topic Test	GE4.1 GE4.2 GE4.4 GE4.7	This examination will test geographical skills and content learned throughout the semester. It will consist of multiple choice, skills based and knowledge based questions that require short answers and structured extended responses.	50%	Week 10 Term 3
2	Research Task	GE4.4 GE4.7 GE4.8	Students will research a significant geomorphic hazard. They will complete a series of questions and write a structured extended response to a given question based on their research	40%	Week 4 Term 4
3	Bookwork		An assessment of course work for Semester two including all class tasks, homework and general organisation of notes and worksheets	10%	
<b>Semester two reports will include tasks 1-3</b>					

As we semesterise our courses in Stage 4 Geography, students will intensively focus on their study of Geography in one semester, and study History in the other. This allows for continuity in teaching and learning in these subjects.

**Geography outcomes to be assessed:**

A Student:

**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

## 7 HISTORY

The Stage 4 curriculum provides a study of the nature of history and historical sources, both archaeological and written. Students investigate ancient history from the time of the earliest human communities to the end of the ancient period (approximately 60 000 BC – c. AD 650). It was a period defined by the development of cultural practices and organised societies, including Australia, Egypt, Greece, Rome, India and China.

Focus - The Ancient World – Egypt and China

### EITHER

SEMESTER ONE					
No.	Task	Outcomes	Topic	Weighting	Due
1	Research Task	HT4.1 HT4.5 HT4.6 HT4.8 HT4.10	This assessment task will assess student's ability to locate, understand and explain ancient sources. Students will research an ancient civilization, recreate an ancient source and present their knowledge and understanding to the class using appropriate oral, written, visual and/or digital forms.	40%	Week 8 Term 1
2	Semester Examination	HT4.1 HT4.2 HT4.3 HT4.4 HT4.5 HT4.9	This examination will assess students understanding of course content and their ability to interpret the past using historical skills and tools. It will consist of a range of multiple choice, short answer and extended response style questions.	50%	Week 2 Term 2
3	Bookwork		An assessment of course work for Semester one including all class tasks, homework and general organisation of notes and worksheets	10%	
<b>Semester one reports will include tasks 1-3</b>					
<b>OR</b>					
SEMESTER TWO					
1	Research Task	HT4.1 HT4.5 HT4.6 HT4.8 HT4.10	This assessment task will assess student's ability to locate, understand and explain ancient sources. Students will research an ancient civilization, recreate an ancient source and present their knowledge and understanding to the class using appropriate oral, written, visual and/or digital forms.	40%	Week 8 Term 3
2	Semester Examination	HT4.1 HT4.2 HT4.3 HT4.4 HT4.5 HT4.9	This examination will assess students understanding of course content and their ability to interpret the past using historical skills and tools. It will consist of a range of multiple choice, short answer and extended response style questions.	50%	Week 2 Term 4
3	Bookwork		An assessment of course work for Semester two including all class tasks, homework and general organisation of notes and worksheets	10%	
<b>Semester two reports will include tasks 1-3</b>					

As we semesterise our courses in Stage 4 History, students will intensively focus on their study of History in one semester, and study Geography in the other. This allows for continuity in teaching and learning in these subjects.

**History outcomes to be assessed:**

A Student:

- 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

## 7 MATHEMATICS

Mathematics is a reasoning and creative activity employing abstraction and generalisation to identify, describe and apply patterns and relationships. The study of mathematics provides opportunities for students to appreciate the elegance and power of mathematical reasoning and to apply mathematical understanding creatively and efficiently. It provides students with the ability to make informed decisions and to interpret and apply mathematics in a variety of contexts.

<b>SEMESTER ONE</b>					
<b>No.</b>	<b>Task</b>	<b>Outcomes</b>	<b>Topic</b>	<b>Weighting</b>	<b>Due</b>
1	Research Assignment	MA4 -1,2,3WM	Working Mathematically – Problem Solving. Number and Algebra, Measurement and Geometry, Statistics and Probability	20%	Week 7 Term 1
2	Half Yearly Examination	MA4-1,2,3WM MA4-4,8,10NA MA4,18MG	Whole Numbers, Angles, Integers, Algebra and Equations	25%	Week 2 Term 2
3	Bookwork	MA4-1WM	An assessment of course work for Semester one including all class tasks, homework and general organisation of notes and worksheets	5%	Week 7 Term 1 Week 5 Term 2
<b>Semester one reports will include tasks 1-3</b>					
<b>SEMESTER TWO</b>					
4	In class: Open book Exam	MA4-1,2,3WM MA4-5NA MA4-17MG	Fractions, Geometry, Decimals	20%	Week 4 Term 3
5	Yearly Examination	MA4-1,2,3WM MA4-4,5,6,8,10NA MA4-12,14,15,17, 18MG, MA4-13M	A selection of topics from the three major strands of the syllabus: Number and Algebra, Measurement and Geometry, Statistics and Probability.	25%	Week 4 Term 4
6	Bookwork	MA4-1WM	An assessment of course work for Semester two including all class tasks, homework and general organisation of notes and worksheets	5%	Week 4 Term 3 Week 5 Term 4
<b>Semester two reports will include tasks 1-6</b>					

**Mathematics outcomes to be assessed:**

A Student:

- MA4-1WM** communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
- MA4-2WM** applies appropriate mathematical techniques to solve problems
- MA4-3WM** recognises and explains mathematical relationships using reasoning
- MA4-4NA** compares, orders and calculates with integers, applying a range of strategies to aid computation
- MA4-5NA** operates with fractions, decimals and percentages
- MA4-8NA** generalises number properties to operate with algebraic expressions
- MA4-10NA** uses algebraic techniques to solve simple linear and quadratic equations
- MA4-11NA** creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
- MA4-12MG** calculates the perimeters of plane shapes and the circumferences of circle
- MA4-13MG** uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
- MA4-14MG** uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
- MA4-17MG** classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown lengths and angles
- MA4-18MG** identifies and uses angle relationships, including those related to transversals on sets of parallel lines
- MA4-19SP** collects, represents and interprets single sets of data, using appropriate statistical displays
- MA4-20SP** analyses single sets of data using measures of location and range
- MA4-21SP** represents probabilities of simple and compound events



## 7 MUSIC

The study of music combines the development of performance, composition and listening skills. Music fosters an understanding of continuity and change, and of the connections between different times and cultures. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences and develop skills that contribute to lifelong processes of learning and to the appreciation and enjoyment of music.

SEMESTER ONE					
No.	Task	Outcomes	Topic	Weighting	Due
1	Clapping Assessment	4.1 4.2 4.3	Clap a given rhythmic notation in 4/4 time signature and writing task	20%	Week 9 Term 1
2	Half Yearly Examination	4.7 4.8 4.9 4.10	Online exam focusing on testing rhythm, staff, note and rest names and values, time signature, drum kit and keyboard	20%	Week 5 Term 2
3	Bookmark		An assessment of course work for Semester one including all class tasks, homework and general organisation of notes and worksheets	10%	
<b>Semester one reports will include tasks 1-3</b>					
SEMESTER TWO					
4	Keyboard Assessment	4.1 4.2 4.12	Perform two introductory pieces on the piano using right hand only <ul style="list-style-type: none"> <li>• Claire de La Lune</li> <li>• Lightly Row</li> </ul>	5% 5%	Week 3 Term 3
5	Keyboard Assessment	4.1 4.2 4.3	Perform 'Ode To Joy' on the Piano	10%	Week 2 Term 4
6	Yearly Examination	4.7 4.8 4.9 4.10	Online exam focusing on testing rhythm, staff, note and rest names and values, time signature, orchestral instruments and keyboard	20%	Week 4 Term 4
7	Bookmark		An assessment of course work for Semester two including all class tasks, homework and general organisation of notes and worksheets	10%	
<b>Semester two reports will include tasks 1-7</b>					

**Music outcomes to be assessed:**

A Student:

- 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 non-traditional 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 art form
- 4.12** demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

## 7 PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION

Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively.

<b>SEMESTER ONE</b>					
<b>No.</b>	<b>Task</b>	<b>Outcomes</b>	<b>Topic</b>	<b>Weighting</b>	<b>Due</b>
1	Composition and performance - Practical peer group task	PD4-4 PD4-5 P D4-10 PD4-11	This is Me	20%	Week 9/10 Term 1
2	Unit Quiz	PD4-2 PD4-3 PD4-9	What's happening to me?	15%	Week 5/6 Term 2
<b>Semester one reports will include tasks 1-2</b>					
<b>SEMESTER TWO</b>					
3	Research Task	PD4-1 PD4-2 PD4-7	Exploring Risk	15%	Week 9 Term 3
4	Yearly Examination	PD4-1 PD4-10	This is Me, What's happening to me?, Exploring Risk, Get Healthy	20%	Week 4 Term 4
5	Meeting practical outcomes (on-going)	PD4-4 PD4-5 PD4-7 PD4-8 PD4-11	Dance and Gymnastics – Fundamental movement skill and Games	20%	Terms 1- 4
6	Bookwork		An assessment of course including all class tasks, homework and general organisation of notes and worksheets	10%	
<b>Semester two reports will include tasks 1-6</b>					

**PDHPE outcomes to be assessed:**

A Student:

- PD 4-1** examines and evaluates strategies to manage current and future challenges
- PD 4-2** examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
- PD 4-3** investigates effective strategies to promote inclusivity, equality and respectful relationship
- PD 4-4** refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
- PD 4-5** transfers and adapts solutions to complex movement challenges
- PD 4-6** recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
- PD 4-7** investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
- PD 4-8** plans for and participates in activities that encourage health and a lifetime of physical activity
- PD 4-9** demonstrates self-management skills to effectively manage complex situations
- PD 4-10** applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
- PD 4-11** demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequence

## 7 SCIENCE

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. As students actively engage in the processes of Working Scientifically, they gain an increased appreciation and understanding of the importance of science in their own lives and society, locally and globally. Through questioning and seeking solutions to problems, students develop an understanding of relationships between science and technology and its importance in the current and future practice of science. By the end of Stage 4 students use scientific inquiry by actively engaging in using and applying the processes of Working Scientifically. They select and use appropriate strategies, understanding and skills to generate creative plausible solutions to identified problems. Students process and analyse data and information from first-hand investigations and secondary sources to identify trends, patterns and relationships, and drawing conclusions. By engaging in scientific inquiry, students develop their knowledge of and about science ideas and concepts and importance of scientific evidence.

SEMESTER ONE					
No.	Task	Outcomes	Topic	Weighting	Due
1	Bunsen Burner License	SC4-5WS, SC4-6WS	Starting Science	10%	Week 4 Term 1
2	Half Yearly Examination	SC4-15LW SC4-7WS	Starting Science and Looking at Living Things	25%	Week 2 Term 2
3	Bookwork		An assessment of course work for Semester one including all class tasks, homework and general organisation of notes and worksheets	5%	
<b>Semester one reports will include tasks 1-3</b>					
SEMESTER TWO					
4	Practical task	SC4-6WS SC4-7WS SC4-16CW	Matter	15%	Week 9 Term 2 or Week 5 Term 3
5	Research Modelling task	SC4-9WS SC4-11PW	Energy	15%	Week 1 Term 4
6	Yearly Examination	SC4-2VA SC4-14LW SC4-16CW	Matter, Our Environment and Energy	25%	Week 4 Term 4
7	Bookwork		An assessment of course work for Semester two including all class tasks, homework and general organisation of notes and worksheets	5%	
<b>Semester two reports will include tasks 1-7</b>					

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**Science outcomes to be assessed:**

A Student:

- 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.
- 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.

## 7 TECHNOLOGY

### FOOD, TEXTILE and INDUSTRIAL TECHNOLOGIES

By the end of Stage 4, students explore problems and opportunities considering functional, economic, environmental, social, technical and/or usability constraints. They investigate, select, justify and safely use a range of tools, materials, components, equipment and processes to develop, test and communicate design ideas using appropriate technical terms and technologies. Students plan, manage and evaluate the production of design solutions. They develop thinking skills to communicate the development of digital and non-digital solutions.

Students investigate how managed systems are used to sustainably produce food and fibre. They explain food selection and preparation, food safety, and make informed and healthy food choices. Students collect and interpret data from a range of sources to assist in making informed judgments. They explain how data is represented in digital systems, and transmitted and secured in networks.

Students are responsible users of technology, capable of designing and producing solutions to identified needs or opportunities. They develop an appreciation of the contribution of technologies on their lives now and the impact of innovations for creating preferred futures. They develop an appreciation of the dynamic nature of design and production processes and how thinking skills are used to develop solutions to personal, social and global issues.

#### EITHER

#### SEMESTER ONE

No.	Task	Outcomes	Assessment Components	Weighting	Due
1	Technology Practical Project	TE4-2DP TE4-3DP TE4-9MA	Appropriate use of tools and machinery to complete a practical solution to a design brief	40%	Week 9 Term 1/3
2	Technology Portfolio	TE4-1DP	Document the design process followed to produce a project	30%	Week 10 Term 1/3
3	Digital Technology	TE4-4DP TE4-7DI	Presenting digital data in numerous forms, including Fusion 360 and 3D printing	30%	Week 4 Term 2/4

**Semester one reports will include tasks 1-3**

#### OR

#### SEMESTER TWO

1	Technology Practical Project <i>Fabric / Food</i>	TE4-2DP TE4-3DP TE4-9MA	Appropriate use of tools and machinery to complete a practical solution to a design brief	40%	Weeks 8/9 Terms 1/3
2	Technology Portfolio <i>Fabric / Food</i>	TE4-1DP TE4-5AG TE4-6FO	Document the design process followed to produce a project	30%	Week 10 Terms 1/3
3	Digital Technology	TE4-4DP TE4-7DI	Presenting digital data using Ozobots	10%	Week 4 Terms 1/2 or 3/4
4	Practical class tasks <i>Fabric / Food</i>	TE4-2DP TE4-3DP TE4-9MA	Selects and safely applies a broad range of tools, materials and processes in the production of quality projects	20%	Weeks 1- 5 Terms 2 or 4

**Semester two reports will include tasks 1-4**

As we semesterise our courses in Stage 4 Technology, students will intensively focus their study of one subject each semester.

**Technology outcomes to be assessed:**

A Student:

- 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

**Knowledge and Understanding**

A student:

- 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 VISUAL ARTS

Visual Arts fosters interest and enjoyment in the making and studying of art. Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds. In contemporary societies many kinds of knowledge are increasingly managed through imagery and visual codes and much of students' knowledge is acquired in this way. Visual Arts empowers students to engage in visual forms of communication. The subject of Visual Arts serves to facilitate an interpretation and organisation of such information.

<b>SEMESTER ONE</b>					
<b>No.</b>	<b>Topic</b>	<b>Outcomes</b>	<b>Assessment Task</b>	<b>Weighting</b>	<b>Due</b>
1	Historical/Critical Assignment No. 1	4.7 4.8 4.9 4.10	An historical/critical study and writing task to be completed independently by students.	10	Week 2 Term 2
2	Art Making Task No. 1	4.3 4.4 4.5 4.6	Acrylic landscape painting	10	Week 5 Term 2
3	VAPD mark	4.1 to 4.10	Body of work comprising of a variety of tasks performed over the period of Semester one.	30	Ongoing
<b>Semester one reports will include tasks 1-3</b>					
<b>SEMESTER TWO</b>					
4	Historical/Critical Assignment No. 2	4.7 4.8 4.9 4.10	An historical/critical study and writing task to be completed independently by students.	10	Week 9 Term 3
5	Art Making Task No. 2	4.3 4.4 4.5 4.6	Clay pinch pot task	10	Week 4 Term 4
6	VAPD mark	4.1 to 4.10	Body of work comprising of a variety of tasks performed over the period of Semester two.	30	Ongoing
<b>Semester two reports will include tasks 1-6</b>					

**Visual Arts outcomes to be assessed:**

A Student:

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

## Year 7 Semester 1 Assessment Planner

### Term 1

Week	Course	Task	Weight
Ongoing T1-2	Food & Textiles	Class practical tasks	20%
Ongoing T1-2	Visual Arts	VAPD marking	30%
Week 4	Science	Bunsen Burner Practical	10%
Week 7	Mathematics	Research Assignment	20%
	English	Imaginative Response	20%
Week 8	History	Research Task	40%
Weeks 9-10	PDHPE	Composition & Performance	20%
Week 9	Industrial Technologies	Practical Project	40%
	Food & Textiles	Practical Project	40%
	Music	Clapping Task	20%
Week 10	Geography	Topic Test	50%
	Industrial Technologies	Technology Portfolio	30%
	Food & Textiles	Technology Portfolio	30%

### Term 2

Week	Course	Task	Weight
Week 2	History	Semester Examination	50%
	Visual Arts	Research	10%
	Mathematics	Half Yearly Examination	25%
	Science	Half Yearly Examination	25%
Week 4	Geography	Research Task	40%
	English	Presentation	20%
	Food & Textiles	Digital technology	10%
	Industrial Technologies	Digital technology	30%
Week 5	Music	Half Yearly Examination	20%
	Visual Arts	Artmaking Task	10%
	Food & Textiles	Digital technology	30%
Week5/6	PDHPE	Unit Quiz	15%
Week 9	Science	Practical Task	15%

## Year 7 Semester 2 Assessment Planner

### Term 3

Week	Course	Task	Weight
Ongoing T3-4	Food & Textiles	Class practical tasks	20%
Ongoing T3-4	Visual Arts	VAPD marking	30%
Week 3	Music	Keyboard Assessment	10%
Week 4	Mathematics	Open book Exam	20%
Week 5	English	Analytical response	25%
	Science	Practical task	15%
Week 8	Geography	Skills Test	50%
	History	Research Task	40%
Week 9	PDHPE	Research Task	15%
	Visual Arts	Research Task	10%
	Industrial Technologies	Practical Project	40%
	Food & Textiles	Practical Project	40%
Week 10	Industrial Technologies	Portfolio	30%
	Food & Textiles	Portfolio	30%

### Term 4

Week	Course	Task	Weight
Ongoing T1-4	PDHPE	Movement & Composition	20%
Week 1	Science	Research Modelling	15%
Week 2	Music	Keyboard Assessment	10%
	History	Semester Examination	50%
Week 4	English	Imaginative response and reflection	25%
	Music	Yearly Examination	20%
	Science	Yearly Examination	25%
	Geography	Research Task	40%
	Industrial Technology	Digital Technology	30%
	Food & Textiles	Digital Technology	10%
	PDHPE	Yearly Examination	20%
	Visual Arts	Practical Task	10%
	Mathematics	Yearly Examination	25%



**Assessment Variation Form 1**  
**Application for alternative assessment task/time**

Tasks are scheduled well ahead of time to give students the best opportunity to prepare for best performance.

Students unable to sit any one of these assessment tasks due to **illness** or **individual circumstances** must apply on this form for special consideration as outlined in the Assessment Guide issued to each student. Failure to comply may result in a zero mark for that assessment task:

<b>Section to be completed by Parent/Carer</b>	
<b>Student name:</b>	<b>Year:</b>
<b>Parent contact details - name:</b>	<b>Phone:</b>
<b>Subject:</b>	<b>Date of Task:</b>
<b>Type of Assessment Task:</b>	
<b>Reason for non-attendance:</b> _____ _____ _____ _____	
<b>Certificate provided:</b> YES <input type="checkbox"/> NO <input type="checkbox"/>	

<b>Section to be completed by Faculty Head Teacher</b>	
<b>Comments and Recommendation:</b> _____ _____	
<b>Signature:</b>	<b>Date:</b>

<b>Section to be completed by Deputy Principal</b>	
<b>Comments and Recommendation:</b> _____ _____	
<b>Signature:</b>	<b>Date:</b>



## Assessment Variation Form 2

### Consideration due to misadventure in an assessment task

At the time of an assessment task or during the time leading up to it, events and conditions may arise which prevent students from performing to their present state of knowledge and preparation. Students who feel themselves disadvantaged by such situations or events may apply for special consideration in respect to their ranking in the relevant assessment tasks. All applications will be considered by a panel including the Student Adviser and the Deputy Principal.

Section to be completed by Parent/Carer	
<b>Student name:</b>	<b>Year:</b>
<b>Parent contact details - name:</b>	<b>Phone:</b>
<b>Subject:</b>	<b>Date of Task:</b>
<b>Type of Assessment Task:</b>	
<b>Cause of misadventure:</b> _____ _____ _____	
<b>Supporting documentation provided:</b> YES <input type="checkbox"/> NO <input type="checkbox"/>	
_____ _____ _____	
<b>Student Signature:</b>	<b>Date:</b>
<b>Parent signature:</b>	<b>Date:</b>

Section to be completed by panel	
<b>Outcome and Recommendation:</b>	
_____ _____ _____	
<b>Deputy Principal's Signature:</b>	<b>Date:</b>



## Assessment Variation Form 3

### Assessment Appeal Form

#### Section to be completed by Parent/Carer

<b>Student name:</b>	<b>Year:</b>
<b>Parent contact details - name:</b>	<b>Phone:</b>
<b>Subject:</b>	<b>Date of Task:</b>
<b>Type of Assessment Task:</b>	
<b>Appeal is lodged on the following grounds:</b>	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<b>Supporting documentation provided: YES <input type="checkbox"/> NO <input type="checkbox"/></b>	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<b>Student Signature:</b>	<b>Date:</b>
<b>Parent signature:</b>	<b>Date:</b>

#### Section to be completed by Deputy Principal

<b>Recommendation:</b>	
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<b>Deputy Principal's Signature:</b>	<b>Date:</b>