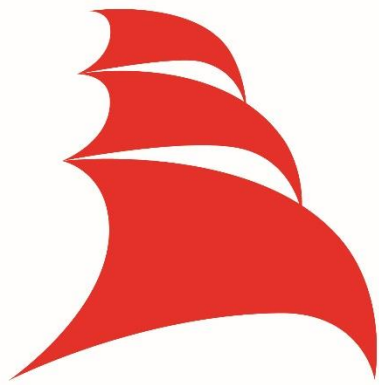


Year 7

Assessment Guide 2023



ENDEAVOUR

SPORTS

HIGH SCHOOL

Year 7 ASSESSMENT GUIDE 2023

Table of Contents

Principal's message	3
Staff Directory	4
Assessment Policy	5
Assessment Schedules	
English	9
Geography	11
History	13
Mathematics	15
Music	17
PDHPE	19
Science	21
Technology	23
Visual Arts	26
Assessment Calendar Overview	28
Application for alternative assessment task/time	33
Application for consideration due to illness/ misadventure in an assessment task ..	34
Appeals form	35

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 2023

PRINCIPAL	Mr James Kozlowski	DEPUTY PRINCIPAL 10 and 12	Ms Nagla Jebeile
CAREERS ADVISER	Ms Liri Latimore	DEPUTY PRINCIPAL 7 and 9	Ms Jocelyn Gooch
HEAD TEACHER ADMINISTRATION	Ms Marni Miller	DEPUTY PRINCIPAL 8 and 11	Ms Lenore Blades
HSC MENTOR	Dr Ian Paterson	STUDENT ADVISER	Ms Catriona Burgess
DIRECTOR OF SPORTS	Mr Dave Davids	HEAD TEACHER WELLBEING	Ms Gillian Kaladelfos
HEAD TEACHER TEACHING & LEARNING	Mrs Sarah Hawke	HEAD TEACHER WELLBEING	Mr David Howlett

KEY LEARNING AREAS HEAD TEACHERS

ENGLISH	English	Ms Aphrodite Chamos
MATHEMATICS	Mathematics	Mrs Sandra Williams
SCIENCE	Science	Miss Jessica Rigg Mr Liam Dwyer
HSIE (Human Society and its Environment)	History Geography	Ms Susie Smith
PD/H/PE (Personal Development/ Health/Physical Education)	PD/H/PE	Mr Brad Kelly (Relieving)
TAS (Technological and Applied Studies)	Food Technology Textiles Industrial Technology Timber	Mrs Olivera Souris
CREATIVE AND PERFORMING ARTS	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. This policy has been written to satisfy NESA and Department of Education requirements. The policy and procedures will be applied fairly and consistently. When an appeal is lodged by a student, (using the Assessment Appeal form), an Appeals panel, comprising the Head Teacher and the Deputy Principal, will make a decision. Any decisions made by the Appeals panel will be referred to the Principal and the Principal's decision in the process will be final.

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 and notification

All students 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.

Notice will be given for each specific task. Teachers will give details of the task in writing via email and in some cases hard copy. Two weeks' notice will normally be given for variations to the published assessment Calendar or content of tasks. For each task, students will sign the assessment task receipt register.

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 and Non-attendance

- If an assessable task has to be submitted and a student fails to do so by the specified date and time, a 20% deduction of marks will be given per calendar day, including weekends.
- If a student is absent on medical grounds on the day of an assessment, appropriate medical evidence and/or medical certificate giving acceptable reasons for the absence must be given to the Teacher, Head Teacher or Deputy Principal. This should be given on the first day of the student's return to school.
- The Assessment Variation 2 Form – Consideration due to sickness or misadventure, must be submitted to the Head Teacher or Deputy Principal with supporting documentation. It is the student's responsibility to complete the form and hand it in to their relevant Deputy Principal. Students can acquire this form from the Deputy Principal. The documents should be produced on the first day of the student's return.
- If a student has a known, scheduled event that they must attend, that coincides with an assessment task, it is the student's responsibility to notify their teacher before the event and complete the Assessment Variation 1 Form – Application for alternative assessment. This is to be approved by the Head Teacher and Deputy before the event. An alternate time will be arranged for the student to complete the task.

Non-submission of assessable tasks

- If a task is not submitted after the 5th day, a zero mark will be given for the non-submission of an assessment task.
- A non-serious attempt of an assessment task may also incur a zero mark.
- ICT issues are not valid reasons for non-submission
- Written notification will be given to parents/carers in the form of a letter for any occurrence of a non-submission of a task or the instance of a zero-assessment mark been awarded.

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

- If a student fails to attend on the day of an assessment task which requires them to complete an in-class task, examination, field study, practical task, or a presentation the student must follow the procedures stated above for non-attendance or submission.
- A zero mark will be awarded, unless medical evidence, a medical certificate or other supporting documentation (e.g. Order of Service) is provided.
- Assessment Variation 2 Form – Consideration due to sickness or misadventure is submitted, to the Deputy Principal on the first day back at school, providing reasons.
- A student must complete the missed task as soon as possible upon their return to school.
- In exceptional circumstances, an estimate, based on appropriate evidence, will be used. This will occur when the completion of the task is not feasible, is unreasonable, or when 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

- **NESA definition:** Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest.
- If a student is found to be cheating 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 submits a piece of work identical to that of another student, and is known to be the work of another student or has been shared by the creator of the task, both students will receive a mark of zero for the task.
- 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 or Smart watches 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.

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 a minimum of 2 weeks advance notice.

These details will include:

- Timing -dates
- the outcomes to be assessed as set out in syllabus requirements
- the task number and its weighting
- a description of the nature of the task
- a structured criteria of how the task must be undertaken
- criteria on how the task will be assessed
- Feedback that will be given

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.

English units of work across all stages incorporate:

- compulsory drafts and/or practice examinations with a focus on quality feedback
- the explicit teaching of writing and reading skills
- an explicit teaching and learning cycle which includes deconstructed exemplars, teacher-student jointly constructed responses and independently constructed responses with feedback.

SEMESTER ONE					
No.	Task	Outcomes	Components/Description	Weighting	Due
1	Class test	EN4-1A EN4-3B EN4-4B EN4-9E	<i>The Hero's Journey</i> Film Study	30%	Week 10 Term 1
2	Bookwork		An assessment of course work for Semester one including all class tasks, homework and general organisation of notes and worksheets	5%	
Semester one reports will include tasks 1-2					
SEMESTER TWO					
3	Analytical paragraphs	EN4-1A EN4-7D EN4-8D EN4-9E	<i>The Plot Thickens</i> Novel Study	30%	Week 5 Term 3
4	Imaginative response	EN4-4B EN4-5C EN4-7D EN4-9E	<i>Welcome to the Theatre</i> Drama	30%	Week 2 Term 4
5	Bookwork		An assessment of course work for Semester two including all class tasks, homework and general organisation of notes and worksheets	5%	
Semester two reports will include tasks 1-5					

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	Components/Description	Weighting	Due
1	Topic Test	GE4.1 GE4.2 GE4.4 GE4.7	This examination will test geographical skills and content learned throughout the topic.	50%	Week 11 Term 1
2	Research Task	GE4.4 GE4.7 GE4.8	Students will research a significant geomorphic hazard.	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%	

Semester one reports will include tasks 1-3

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 topic.	50%	Week 10 Term 3
2	Research Task	GE4.4 GE4.7 GE4.8	Students will research a significant geomorphic hazard.	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%	

Semester two reports will include tasks 1-3

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	Components/Description	Weighting	Due
1	Skills and Source Task	HT4.1 HT4.2 HT4.5 HT4.9	This task 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 and short answer questions.	50%	Week 7 Term 1
2	Research Task and model making	HT4.5 HT4.6 HT4.8 HT4.10	This research 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 in a written analysis.	40%	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%	

Semester one reports will include tasks 1-3

OR

SEMESTER TWO

1	Skills and Source Task	HT4.1 HT4.2 HT4.5 HT4.9	This task 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 and short answer questions.	50%	Week 7 Term 3
2	Research Task and model making	HT4.5 HT4.6 HT4.8 HT4.10	This research 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 in a written analysis.	40%	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%	

Semester two reports will include tasks 1-3

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.

SEMESTER ONE					
No.	Task	Outcomes	Components/Description	Weighting	Due
1	Research Assignment	MA4 -1,2,3WM	Working Mathematically – Problem Solving. Number and Algebra, Measurement and Geometry, Statistics and Probability	20%	Week 4 Term 1
2	Half Yearly Examination	MA4-1,2,3WM MA4-4NA	Whole Numbers, Integers, Time	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
Semester one reports will include tasks 1-3					
SEMESTER TWO					
4	In class: Open book Exam	MA4-1,2,3SM MA4-5, 8, 10, 11 NA	Fractions, Decimals, Percentages, Algebra and Equations	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
Semester two reports will include tasks 1-6					

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	Components/Description	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 10 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%	
Semester one reports will include tasks 1-3					
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"> • Claire de La Lune • Lightly Row 	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%	
Semester two reports will include tasks 1-7					

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.

SEMESTER ONE					
No.	Task	Outcomes	Components/Description	Weighting	Due
1	Profile Presentation	PD4-4 PD4-5 PD4-10 PD4-11	This is Me	25%	Week 10 Term 1
2	Meeting practical outcomes (on-going)	PD4-2 PD4-3 PD4-9	Dance and Gym Fundamental movement skills and Cross Country Athletics	25%	On-going Terms 1-2
Semester one reports will include tasks 1-2					
SEMESTER TWO					
3	Yearly Examination	PD4-1 PD4-3 PD4-9	Exploring Risk	25%	Week 4 Term 4
4	Meeting practical outcomes (on-going)	PD4-4 PD4-5 PD4-7 PD4-8 PD4-11	Modified and Minor Games Invasion Games and Aquatics	25%	On-going Terms 3-4
Semester two reports will include tasks 1-4					

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	Components/Description	Weighting	Due
1	Bunsen Burner License	SC4-5WS, SC4-6WS	Starting Science	10%	Week 6 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%	
Semester one reports will include tasks 1-3					
SEMESTER TWO					
4	Practical task	SC4-6WS SC4-7WS SC4-16CW	Matter	15%	Week 8 Term 2 or Week 5 Term 3
5	Research Modelling task	SC4-9WS SC4-11PW	Energy	15%	Week 9 Term 3
6	Yearly Examination	SC4-2VA SC4-14LW SC4-16CW	Matter, Ecology and Energy	25%	Week 3 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%	
Semester two reports will include tasks 1-7					

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

AGRICULTURE, MATERIAL 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 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 or TWO – AGRICULTURE TECHNOLOGIES

No.	Task	Outcomes	Components/Description	Weighting	Due
1	E-Recipe	TE4-1DP TE4-2DP	Plan and design an E-Recipe to be utilised in the final practical project	10%	Terms 1,2,3 or 4 Week 9 or 10
2	Practical class tasks	TE4-2DP TE4-3DP TE4-9MA	Selects and safely applies a broad range of tools, materials and processes in the production of quality projects	30%	To be assessed throughout the term
3	Individual Practical Task	TE4-2DP TE4-3DP TE4-9MA	Appropriate use of tools and machinery to complete a practical solution to a design brief	30%	Terms 1,2,3 or 4 Week 9 or 10
4	Written Topic test	TE4-5AG TE4-6FO TE4-10TS	Class topic test related to the theoretical component of the course – Food and Agriculture	30%	Terms 1,2,3 or 4 Week 9 or 10

**Semester report will include tasks 1-4
OR**

SEMESTER ONE or TWO – MATERIAL TECHNOLOGIES - TEXTILES

1	Practical Project 1 No Sew Tote Bag	TE4-2DP TE4-3DP TE4-9MA	Appropriate use of tools and machinery to complete a practical solution to a design brief	20%	Terms 1,2,3 or 4 Week 3
2	Practical Project 2 Sublimation Tote Bag	TE4-2DP TE4-3DP TE4-9MA	Appropriate use of tools and machinery to complete a practical solution to a design brief	40%	Term 1, 2, 3 or 4 Week 10
3	Project Design Portfolio	TE4-1DP TE4-5AG TE4-6FO	Document the design process followed to produce a project	40%	Term 1, 2, 3 or 4 Week 10

Semester two report will include tasks 1-4

OR

SEMESTER ONE or TWO – INDUSTRIAL TECHNOLOGIES					
No.	Task	Outcomes	Components/Description	Weighting	Due
1	OnGuard Safety Training online	TE4-3DP	Completion of mandatory online safety modules to participate in the practical course component.	10%	Week 2 Term 1 or Term 3
2	Practical Project Storage Solution	TE4-2DP TE4-3DP TE4-9MA TE4-8EN TE4-4DP TE4-7DI	Appropriate use of tools & machinery to complete a practical solution to a design brief	50%	Term 2 or Term 4 Week - to be advised by class teacher
3	Portfolio of Evidence	TE4-1DP TE4-9MA	Document the design process followed to produce a project	20%	Term 2 or Term 4 Week – to be advised by class teacher
4	Digital Technology	TE4-2DP TE4-4DP TE4-7DI TE4- 10TS	Grok digital online learning platform	20%	Week 4 Term 2 or Term 4
Semester report 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.

SEMESTER ONE					
No.	Topic	Outcomes	Components/Description	Weighting	Due
1	Historical and Critical Studies 1 <i>Interiors</i> <i>Environments</i>	4.7 4.8 4.9 4.10	Historical/critical Studies 1: observation and writing tasks completed in VAPD	10	Week 1 Term 2
2	Art Making Task 1 <i>Interiors</i> <i>Environments</i>	4.1 4.2 4.3 4.4 4.5 4.6	VAPD 1- visual investigations, media experimentation, planning activities & homework.	10	Week 5 Term 2
			BODY-of-WORK 1 - collection of in-class artworks produced over the semester	30	
Semester one reports will include tasks 1-2					
SEMESTER TWO					
3	Historical and Critical Studies 2 <i>Objects</i> <i>Portraits</i>	4.7 4.8 4.9 4.10	Historical/critical Studies 2: observation and writing tasks completed in VAPD	10	Week 9 Term 3
4	Art Making Task No. 2 <i>Objects</i> <i>Portraits</i>	4.1 4.2 4.3 4.4 4.5 4.6	VAPD 2- visual investigations, media experimentation, planning activities & homework.	10	Week 2 Term 4
			BODY-of-WORK 2 - collection of in-class artworks produced over the semester	30	
Semester two reports will include tasks 1-4					

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
Week 2	Industrial Technology	On-Guard Safety Training	10%
Week 3	Textiles	Practical Project 1	20%
Week 4	Mathematics	Research Assignment	20%
Week 6	Science	Bunsen Burner Practical	10%
Week 7	History	Skills and Source Study	50%
Weeks 9/10	Food Technologies	E Recipe Task	10%
	Food Technologies	Practical Task	30%
	Food Technologies	Written Task	30%
Week 10	English	Class Test	30%
	Music	Clapping Task	20%
	PDHPE	Profile Presentation	25%
	Textiles	Practical Task 2	40%
	Textiles	Design Portfolio	40%
Week 11	Geography	Topic Test	50%
On-Going	Food Technologies	Practical Tasks	30%

*To be held in Term 1,2,3 or 4 dependent on the class

Term 2

Week	Course	Task	Weight
Week 1	Visual Arts	Writing Task	10%
Week 2	History	Research Task	40%
	Mathematics	Half Yearly Examination	25%
	Science	Half Yearly Examination	25%
Week 3	English	Analytical Paragraphs	30%
	Textiles	Practical Project 1	20%
Week 4	Geography	Research Task	40%
	Industrial Technology	Digital Task	20%
Week 5	Music	Half Yearly Examination	20%
	Visual Arts	VAPD Marking	10%
	Visual Arts	Body of Work marking	30%
Week 8	Science	Practical Task**	15%
Weeks 9/10	Food Technologies	E Recipe Task	10%
	Food Technologies	Practical Task	30%
	Food Technologies	Written Task	30%
Week 10	Textiles	Practical Task 2	40%
	Textiles	Design Portfolio	40%
On-going	PDHPE	Practical Tasks	25%
On-Going	Food Technologies	Practical Tasks	30%
TBA	Industrial Technology	Practical Project	50%
TBA	Industrial Technology	Portfolio of Evidence	20%

*To be held in Term 1,2,3 or 4 dependent on the class

**To be held in either Week 8 Term 2 or Week 5 Term3

Term 3

Week	Course	Task	Weight
Week 2	Industrial Technology	On-Guard Safety Training	10%
Week 3	Music	Keyboard Assessment	10%
	Textiles	Practical Project 1	20%
Week 4	Mathematics	Open book Exam	20%
Week 5	English	Analytical response	30%
	Science	Practical task**	15%
Week 7	History	Skills and Source Task	50%
Week 9	Visual Arts	Writing Task	10%
	Science	Research Modelling	15%
Weeks 9/10	Food Technologies	E Recipe Task	10%
	Food Technologies	Practical Task	30%
	Food Technologies	Written Task	30%
Week 10	Geography	Topic Test	50%
	Textiles	Practical Task 2	40%
	Textiles	Design Portfolio	40%
On-Going	Food Technologies	Practical Tasks	30%

**To be held in either Week 8 Term 2 or Week 5 Term3

Term 4

Week	Course	Task	Weight
Week 2	English	Imaginative response	30%
	History	Research Task	40%
	Music	Keyboard Assessment	10%
	Visual Arts	VAPD Marking	10%
	Visual Arts	Body of Work marking	30%
Week 3	Science	Yearly Examination	25%
	Textiles	Practical Project 1	20%
Week 4	Geography	Research Task	40%
	Industrial Technology	Digital Task	20%
	Music	Yearly Examination	20%
	PDHPE	Yearly Examination	25%
	Mathematics	Yearly Examination	25%
Week 9/10	Food Technologies	E Recipe Task	10%
	Food Technologies	Practical Task	30%
	Food Technologies	Written Task	30%
Week 10	Textiles	Practical Task 2	40%
	Textiles	Design Portfolio	40%
Ongoing T1-4	PDHPE	Practical Tasks	25%
On-Going	Food Technologies	Practical Tasks	30%
TBA	Industrial Technology	Practical Project	50%
TBA	Industrial Technology	Portfolio of Evidence	20%



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:

Section to be completed by Parent/Carer

Student Name:	Year:
Parent Name:	Phone:
Subject:	Date of Task:
Type of Assessment Task:	
Reason for non-attendance: _____ _____ _____ _____	
Supporting documentation provided: YES <input type="checkbox"/> NO <input type="checkbox"/>	

Section to be completed by Class Teacher and Head Teacher

Comments and Recommendation: _____ _____		
Teacher Name:	Signature:	Date:
Head Teacher Name:	Signature:	Date:

Section to be completed by Deputy Principal

Comments and Recommendation: _____ _____	
Signature:	Date:



Assessment Variation Form 2

Consideration due to illness/misadventure in an assessment task

At the time of an assessment task or during the time leading up to it, situations or events may arise which prevent students from performing to their personal best. Students who feel that they have been disadvantaged due to a situation or event may apply for special consideration. All applications will be considered by a panel which includes the Deputy Principal.

Section to be completed by Parent/Carer	
Student Name:	Year:
Parent Name:	Phone:
Subject:	Date of Task:
Type of Assessment Task:	
Illness or misadventure details:	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Supporting documentation provided: YES <input type="checkbox"/> NO <input type="checkbox"/>	
<hr/>	
Student Signature:	Date:
Parent signature:	Date:

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



Assessment Appeal Form

Section to be completed by Parent/Carer

Student Name:	Year:
----------------------	--------------

Parent Name:	Phone:
---------------------	---------------

Subject:	Date of Task:
-----------------	----------------------

Type of Assessment Task:

Appeal is lodged on the following grounds:

Supporting documentation provided: YES NO

Student Signature:	Date:
---------------------------	--------------

Parent Signature:	Date:
--------------------------	--------------

Section to be completed by Deputy Principal

Recommendation:

Deputy Principal's Signature:	Date:
--------------------------------------	--------------

