



HOMEBUSH BOYS HIGH SCHOOL

YEAR 7

2022

ASSESSMENT HANDBOOK

Recte Et Fortiter - Upright and Strong
Safety | Learning | Respect

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ASSESSMENT POLICY

STAGE 4

Introduction

The purpose of this document is to outline the Assessment Policy of Homebush Boys High School for Years 7 and 8 - Stage 4. Please read this policy carefully and make sure you understand it. All students must sign to acknowledge that they have received this booklet.

What is Assessment?

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including to:

- assist in student learning;
- evaluate and improve teaching and learning programs;
- provide information on student learning and progress in a course in relation to the syllabus outcomes;
- provide evidence of satisfactory completion of a course, and
- report on the achievement by each student at the end of a course.

It is a requirement of the school assessment program that for each course the school must establish a program of assessment tasks. These tasks are conducted throughout the academic year and each has a weighting determined by the school within guidelines provided by the NSW Education Standards Authority (NESA). School-based assessment tasks are linked to standards because the tasks focus on outcomes which are valid instruments for what they are designed to assess, and the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance highlighting their strengths and indicating where they could make improvements.

Each student is awarded an assessment mark and that represents a measure of the student's achievement relative to other students. The assessment mark is derived from the results of a number of assessment tasks, as outlined in the schedules published in this booklet.

The purpose of assessment is to improve student learning. It gives the student the opportunity to demonstrate her learning in a range of contexts. It further provides the student with the chance to reflect on and review their progress and help set the direction for future learning.

The assessment program will contain both informal and formal assessment. Examples of these are:

Informal Assessment

- Class Projects, Class Assignments
- Classroom activities
- Homework assignments
- Mini-tests, Quizzes
- Group and pair work
- Book mark

Formal Assessment

- Projects
- Presentations
- Research assignments
- End of unit tests
- Half Yearly and Yearly Examinations
- Assessment tasks



Syllabi for all courses may be accessed through the NSW Education Standards Authority (NESA) website at <http://educationstandards.nsw.edu.au>

The following principles apply to all Assessment Tasks in Years 7 and 8

- Students will be given advance notice in writing (approximately 2 weeks) of the exact date for completing or submitting a task. Students will sign a roll to indicate they have received an assessment task notification.
- Students must submit their assessment tasks to their class teacher by the due date. If the teacher is absent, the task must be submitted to the Head Teacher.
- Students must submit their tasks when they are due. It is important to meet the deadlines for tasks, otherwise they may have a zero-mark awarded and a letter sent home informing their parents.
- If a student cannot submit a task for a reason beyond their control, they must submit a “Assessment Task Illness/Misadventure Application”. This must be completed and handed to the Deputy Principal for the year group with the relevant documents. The Head Teacher will decide on the appropriate course of action.

Absence on the Day of an Assessment Task

If a student is absent on the day of an assessment task:

- The student or his parent must telephone the school and inform the class teacher.
- A doctor’s certificate is required if the absence is on medical grounds. Medical Certificates must:
 - i. include the day of the missed task;
 - ii. show the length of time the student will be unfit for school;
 - iii. be produced immediately on return to school.
- A deduction of 10% per day (including weekends) will apply for an assessment task submitted late without an acceptable reason up to 3 days. Tasks submitted more than 3 days late will receive a zero.
- A student who does not attend all lessons on the day of an assessment task will not have the assessment task mark counted unless there are extenuating circumstances. Technology malfunction will not be accepted as a reason for late submission of a task. Work can be submitted electronically in consultation with the teacher.
- If the student does not make application to the Deputy Principal concerned on their next school day of attendance after the due date of the missed assessment task a zero mark will be awarded and a letter sent home to inform parents.

Absence due to Foreseen Circumstances, School Business or Approved Leave

On some exceptional occasions, your inability to meet assessment dates can be foreseen prior to the deadline. Examples include emerging clashes with major sporting events, work placement, student leadership events or approved leave. If this occurs, it is the student’s responsibility to immediately contact the Deputy Principal and Head Teacher of the course concerned before the date of the task. In doing so you are required to submit a School Business or Approved Leave Application requesting the opportunity to negotiate alternative arrangements to complete the task.

If an assessment task is not submitted or completed because of foreseen circumstances, and no attempt was made prior to the date of the task to negotiate alternative arrangements with the Head Teacher through the submission of an application, penalties will be applied, or a zero mark may be awarded.

The outcome of your School Business or Approved Leave Application will be decided by the Deputy Principal and Head Teacher after considering the information provided.

The possible outcomes of your application include:

- Original task to be completed at or by a negotiated time
- Alternative task to be completed at or by a negotiated time.

NOTE: Where the student submits the task or the application after the due date, refer to the Absence on the Day of an Assessment Task section above.

Assessment Task Illness / Misadventure Application

To apply for an exemption the student must fill out an Illness/Misadventure Application Form. This must be submitted to the Deputy Principal concerned on their next school day of attendance after the due date of the missed assessment task.

- A If the Assessment Task Illness/Misadventure Application is **accepted**, then the teacher of that course will:
- arrange for the student to attempt the task at a different time;
 - arrange for the student to attempt an alternative task of a similar nature.

In exceptional circumstances the Deputy Principal may authorise the use of an estimate based on appropriate evidence.

- B If the Assessment Task Illness/Misadventure Application is **not accepted**, the student will be awarded a zero mark and a letter will be sent home to inform parents.

Students may appeal against the Deputy Principal's decision by lodging an appeal form with the Principal **within three (3) school days of initial determination**.

The Principal may:

- Reject the appeal and order the zero mark to stand
- Grant a limited extension
- Order that a substitute task be performed or
- Award an estimate.

Plagiarism

Plagiarism is submitting work that is someone else's work or ideas, words, expressions, arguments, drawings, graphics, maps, video programs or digital files. Plagiarism also includes summaries of someone else's work and paraphrasing of information without acknowledging the author. Plagiarism is dishonest, unethical and not permitted by NESA. Work which is not a student's own work will not be accepted. Plagiarism of any form will result in the student being awarded a zero-mark and a letter sent home informing their parents.

Non-Serious Attempts

A non-serious attempt includes inappropriate language and answers and minimal effort in completing the assessment task.

A non-serious attempt at an assessment task may lead to the student being awarded a zero-mark and a letter sent home informing parents. The Head Teacher, in consultation with the teachers involved, will determine whether an attempt is non-serious and if so, it will count as a non-attempt. If this is the case, the student will be awarded a zero-mark and a letter sent home to inform their parents.

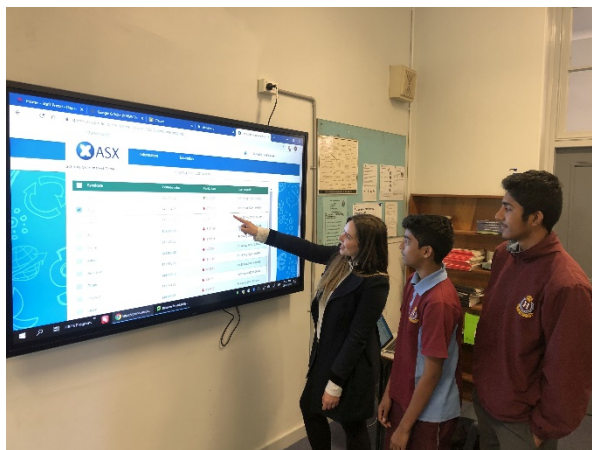
Cheating

Cheating is any attempt to gain an unfair advantage over other students or to complete a task in a dishonest way. If this is the case, the student will be awarded a zero-mark and a letter sent home to inform their parents.



Disrupting a Test or Examination

Any student causing a disruption in a test or examination will be awarded a zero mark and a letter sent home to inform their parents.





HOME BUSH BOYS HIGH SCHOOL

ILLNESS/MISADVENTURE APPEAL

This form is to be completed by the student who is unable to attend an assessment task

The completed form must be submitted to the Deputy Principal on the first day back at school immediately after the due date of the assessment.

If the Deputy Principal is absent, this form must be submitted to the Principal.

Name: _____ Year: _____

Subject / Course: _____

Head Teacher: _____ Teacher: _____

Assessment Title: _____

Date of Notification: _____ Date Due: _____

Date Appeal Submitted: _____

Tick Option:

☐ Task missed

☐ Task sat for

Seeking special consideration because of:

☐ Illness

☐ Misadventure

Details of Appeal:

Attach all necessary medical and other certificates and refer to the HBHS Assessment Policy

Student Signature: _____ Date: _____

Parent's Signature: _____ Date: _____

School Procedure

- ☐ Deputy Principal issues and receives Illness/Misadventure Appeal form
- ☐ Deputy Principal discusses with the Principal and Head Teacher
- ☐ Head Teacher receives a photocopy of the appeal
- ☐ Before Half Yearly reporting period (Yr7-11) and Yearly reporting (Yr7-12), Principal, Deputy Principal and Head Teacher will meet to discuss the appeal.
- ☐ The School will enter details on SENTRAL and generate outcome letter for parent. A copy will be placed into the students file.
- ☐ Principal will sign the letter and give to front office for posting.



COURSE OUTLINES



LITERACY

Outcomes

Speaking & Listening

- Listening
- Interacting
- Speaking

Reading & Viewing

- Phonological awareness
- Phonic knowledge and word recognition
- Fluency
- Understanding Texts

Writing

- Handwriting and keyboarding
- Spelling
- Punctuation
- Grammar
- Creating Texts

The National Literacy Progression elements and sub-element indicators will be used to determine outcomes for formative and summative assessment tasks



Assessment Task		Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Reading Task	National Literacy Progression	Term 1 Week 6	25%
2	Half Yearly Examination	National Literacy Progression	Term 2 Week 3	25%
Yearly				
3	Writing Task	National Literacy Progression	Term 3 Week 4	25%
4	Yearly Examination	National Literacy Progression	Term 4 Week 2	25%
TOTAL				100%

In-Class Assessment

Class work is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content. Literacy development influences student success in many areas of learning at school. The National Literacy Learning Progression will be used to support students to successfully engage with the literacy demands of the Year 7 syllabus.

ENGLISH

Outcomes

EN4-1A	Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
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



	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Reading Comprehension & Writing Task Growing Up	EN4-1A EN4-4B EN4-7D	Term 1 Week 9	25%
2	In-Class Ongoing Assessment Classwork, homework and presentations	EN4-1A EN4-6C EN4-8D	Term 2 Week 7	10%
3	Writing Task Poetry	EN4-1A EN4-3B EN4-4B EN4-7D	Term 2 Week 7	25%
Yearly				
4	Multimodal Presentation Fantasy Worlds	EN4-2A EN4-3B EN4-5C EN4-9E	Term 3 Week 9	30%
5	In-Class Ongoing Assessment Classwork, homework and presentations	EN4-1A EN4-6C EN4-8D	Term 4 Week 6	10%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. The English Faculty's assessment program is comprised of three across-year formal assessment tasks – two in Semester One and one in Semester Two. The Half-Yearly report mark will be made up by one assessment task and a class mark. The Semester One report will include a class rank only. The mark in the Yearly report will be made up of all three assessment tasks. The Year rank and grade for Semester 2 will be based on the three assessment tasks only. As well, please note the first 28 students in the assessment rank make up the targeted 'A' class in the following year.

MATHEMATICS

Outcomes

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
MA4-6NA	Solves financial problems involving purchasing goods
MA4-7NA	Operates with ratios and rates, and explores their graphical representation
MA4-8NA	Generalises number properties to operate with algebraic expressions
MA4-9NA	Operates with positive-integer and zero indices of numerical bases
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 circles
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
MA4-15MG	Performs calculations of time that involve mixed units, and interprets time zones
MA4-16MG	Applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
MA4-17MG	Classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side 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

Assessment Task		Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Written Test	MA4-1WM MA4-2WM MA4-3WM MA4-4NA MA4-18MG	Term 1 Week 7	20%
2	Written Test	MA4-2WM MA4-3WM MA4-4NA MA4-5NA	Term 2 Week 4	20%
3	Class Mark	Mathletics Exercise/class Effort	Ongoing	5% 5%
Yearly				
4	Written Test Working Mathematically	MA4-5NA MA4-11NA MA4-8NA MA4-9NA MA4-10NA	Term 3 Week 3 Week 7	10% 10%
5	Written Test	MA4-12MG MA4-13MG MA4-14MG MA4-16MG MA4-18MG MA4-20SP	Term 4 Week 3	20%
6	Class Mark	Mathletics Exercise/class Effort	Ongoing	5% 5%
TOTAL				100%

In-Class Assessment

Class work is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.

The content strands are Number, Patterns and Algebra, Data, Measurement, Space and Geometry. The class mark is a measure of classwork within a particular class. It includes class tasks, exercise book, and class involvement. The Yearly report mark will be made up of all the tasks for the Year.

Please note the above outcomes might be adjusted due to external circumstances.

SCIENCE

Outcomes	
SC4-4WS	Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SCLS-5WS	Collaboratively and individually produces a plan to investigate questions and problems
SCLS-6WS	Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
SCLS-7WS	Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
SCLS-8WS	Selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
SCLS-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
SC4-12ES	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

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Practical / Skills on topic	SC4-4WS SCLS-5WS SCLS-7WS	Term 1 Week 8	25%
2	Half Yearly Examination	SC4-16CW SCLS-8WS	Term 2 Week 7	20%
Yearly				
3	Research and communication – oral presentation and digital poster	SCLS-9WS SC4-14LW	Term 3 Week 8	25%
4	Yearly Examination	SC4-13ES SC4-17CW	Term 4 Week 6	30%
TOTAL				100%

In-Class Assessment

Class work is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.

MUSIC

Outcomes

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 artform.



Assessment Task		Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Performance	4.1 4.2 4.3	Ongoing	20%
2	Composition	4.4 4.5 4.6	Term 1 Week 10	20%
Yearly				
3	Performance	4.1 4.2 4.3	Ongoing	20%
4	Composition	4.4 4.5 4.6	Term 3 Week 10	20%
5	Listening and Musicianship Examination	4.7 4.8 4.9	Term 4 Week 3	20%
TOTAL				100%

In-Class Assessment

Class work is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.



VISUAL ARTS

Outcomes

4.1	Uses a range of strategies to explore different artmaking 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.



Assessment Task		Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Research Task	4.7 4.8 4.9	Term 1 Week 10	10%
2	Artmaking	4.3 4.5 4.6	Term 2 Week 3	35%
3	Visual Arts Process Diary	4.1 4.2 4.4	Ongoing	5%
Yearly				
4	Research Task	4.7 4.8 4.9	Term 3 Week 8	10%
5	Artmaking	4.3 4.5 4.6	Term 4 Week 2	35%
6	Visual Arts Process Diary	4.1 4.2 4.4	Ongoing	5%
TOTAL				100%

In-Class Assessment

Class work is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.

GEOGRAPHY

Outcomes

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



	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Diorama & Oral Presentation Place and Liveability	GE4-1 GE4-3 GE4-6 GE4-8	Term 1 Week 8	35%
2	Research Task & Presentation: Geomorphic Hazards : Landscapes and Landforms	GE4-2 GE4-4 GE4-5 GE4-8	Term 2 Week 8	30%
Yearly				
3	Yearly Examination Water in the World, Interconnections & Skill	GE4-1 GE4-2 GE4-3 GE4-4 GE4-5 GE4-7	Term 4 Week 4	35%
TOTAL				100%

In-Class Assessment

Class work is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content. Two class marks/grades are to be recorded for each unit of work taught in each subject area, and recorded in the teacher chronicle. Any form of appropriate assessment can be used - e.g. oral presentation, computer activity, topic tests, poster, diorama, response question, report etc.



PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Outcomes	
4.1	Examines and evaluates strategies to manage current and future challenges
4.3	Investigates effective strategies to promote inclusivity, equality and respectful relationships
4.7	Investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
4.8	Plans for and participates in activities that encourage health and a lifetime of physical activity
4.9	Demonstrates self-management skills to effectively manage complex situations
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
4.11	Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences



Assessment Task		Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Bookwork and writing		Term 1 Week 5	10%
2	Practical Lessons Task	4.10	Ongoing Term 1	20%
3	Healthy Lifestyle Menu and Justification Task	4.7 4.8	Term 2 Week 2	20%
Yearly				
4	Bookwork and writing		Term 3 Week 5	10%
5	Skipping Routine Task	4.11	Term 3 Week 8 – 10	20%
6	Topic Test	4.1 4.3 4.9	Term 4 Week 2	20%
TOTAL				100%

In-Class Assessment

Class work is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content. Healthy Lifestyle, Bullying, Resilience and Relationships, Changes and Challenges and Inclusivity and Diversity. Students analyse health issues that impact on young people, learn how to access and assess health information, develop an understanding of inclusivity and diversity as well as explore positive relationships and strategies that enhance their ability to cope and feel supported. In practical lessons, students engage in Invasion Games, Net and Court, Target Games and Striking and Fielding units and learn tactical awareness, strategies, analysis of movement and the value of physical activity. Students are assessed on both theory and practical outcomes.



TECHNOLOGY

Mandatory

Outcomes	
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
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

Assessment Task		Syllabus Outcomes	Timing	Weighting
Half Yearly				
Rotation 1: Specialisation Area				
1	Safety Poster	TE4-1DP	Term 1 Week 5	10%
2	Design Folio	TE4-2DP TE4-3DP TE4-10DP	Term 1 Week 10	40%
3	Practical Project	TE4-2DP TE4-3DP TE4-10DP	Term 2 Week 2	50%
TOTAL				100%
Yearly				
Rotation 2: Specialisation Area				
4	Safety Poster	TE4-1DP	Term 3 Week 3	10%
5	Design Folio	TE4-2DP TE4-3DP TE4-10DP	Term 3 Week 7	40%
6	Practical Project	TE4-2DP TE4-3DP TE4-10DP	Term 3 Week 9	50%
TOTAL				100%

In-Class Assessment

Class work is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content. Students will be assessed during their initial cycle on the design specialisation area they are undertaking. This will be reported in Half-Yearly Report. A mark out of 100 will be awarded and calculated as per the assessment schedule for Rotation 1. Ranks will be based on class group. Yearly School report will be based on the assessment carried out in second rotation cycle and include 80 % from total of Rotation 2 marks as well as 20% marks from Rotation 3. The teacher assessing Rotation 2 will be responsible for the completion of Yearly Reports. Ranks will be based on whole Year cohort group and include an overall achievement grade (A– E). All reports will have an overall Effort (1-5) as well.

Rotations Specialist Area

Cycle 1: Week 1, Term 1 to Week 4, Term 2 (15 weeks)

Cycle 2: Week 5, Term 2 to Week 8, Term 3 (14 weeks)

Cycle 3: Week 9, Term 3 to Week 10, Term 4 (12 weeks)

ASSESSMENT CALENDAR 2022

TERM 1 2022

Week	Subject	Task	Weighting
1			
2			
3			
4			
5	PDHPE Technology – Mandatory	Bookwork & Writing Safety Poster	10% 10%
6	Literacy	Reading Task	25%
7	Mathematics	Written Test	20%
8	Science Geography	Practical / Skills on Topic Diorama & Oral Presentation	25% 35%
9	English	Reading Comprehension & Writing Task	25%
10	Music Visual Arts Technology – Mandatory	Composition Research Task Design Folio	20% 10% 40%
11			



TERM 2 2022

Week	Subject	Task	Weighting
1			
2	PDHPE Technology – Mandatory	Health Lifestyle Menu & Justification Task Practical Project	20% 50%
3	Literacy Visual Arts	Half Yearly Exam Artmaking	25% 35%
4	Mathematics	Written Test	20%
5			
6			
7	English English Science	In-Class Assessment Writing Task Half Yearly Examination	10% 25% 20%
8	Geography	Research Task & Presentation	30%
9			
10			
11			



TERM 3 2022

Week	Subject	Task	Weighting
1			
2			
3	Mathematics Technology – Mandatory	Written Test Safety Poster	10% 10%
4	Literacy	Writing Task	25%
5	PDHPE	Bookwork & Writing	10%
6			
7	Mathematics Technology – Mandatory	Written Test Design Folio	10% 40%
8	Science Visual Arts	Research & Communication Research Task	25% 10%
8 - 10	PDHPE	Skipping Routine Task	20%
9	English Technology – Mandatory	Multimodal Presentation Practical Project	30% 50%
10	Music	Composition	20%
11			



TERM 4 2022

Week	Subject	Task	Weighting
1			
2	Literacy Visual Arts PDHPE	Yearly Exam Artmaking Topic Test	25% 35% 20%
3	Mathematics Music	Written Test Listening & Musicianship Examination	20% 20%
4	Geography	Yearly Examination	35%
5			
6	English Science	In-Class Ongoing Assessment Yearly Examination	10% 30%
7			
8			
9			
10			
11			



TERM 1 2022

Week 1	
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Week 10	
Week 11	

TERM 2 2022

Week 1	
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Week 11	

TERM 3 2022

Week 1	
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Week 10	
Week 11	

TERM 4 2022

Week 1	
Week 2	
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Week 4	
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Week 6	
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Week 8	
Week 9	
Week 10	
Week 11	

