



YEAR 7

2024

Assessment Handbook



Recte Et Fortiter - Upright and Strong

Safety | Learning | Respect

HOMEBUSH BOYS HIGH SCHOOL

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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 handbook.

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 handbook.

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
- Bookmark

Formal Assessment

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

NSW Education Standards Authority (NESA) Website

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



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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 Illness/Misadventure Appeal form. This must be completed and handed to the relevant Head Teacher 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 submit an Illness/Misadventure Appeal form to the relevant Head Teacher on their return to school, 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.



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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.

Illness / Misadventure Appeal

To apply for an exemption the student must fill out an Illness/Misadventure Appeal form. This must be submitted to the relevant Head Teacher on their next school day of attendance, after the due date of the missed assessment task.

A If the Illness/Misadventure Appeal is **accepted**, then the teacher of that course will:

- arrange for the student to attempt the task in the next class lesson; or
- 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 Illness/Misadventure Appeal 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 Head Teacher's decision by lodging an appeal form with the Deputy Principal **within three (3) school days of initial determination**.

The Deputy 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 (use of Chat-GPT)

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 NESAs. 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.



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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.



SCHOOL WRITING STRATEGY

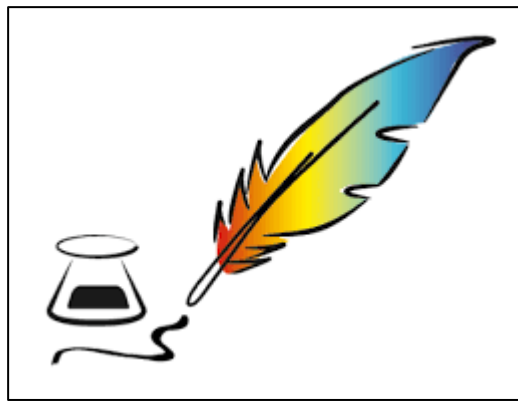
Writing has been identified as a key issue across the school. In Year 7, the focus is on *accurate writing for a purpose*.

To support the development of students' writing, the school has adopted a **Year 7 Writing Strategy**.

In each Semester, one assessment task in each subject (except Mathematics) will involve *extended writing*. Students will be given written notification of these tasks at least two weeks before they are scheduled, and will be prepared through modelling exercises beforehand, so they are clear about what to do.

Then, all writing will be marked using the same marking scale across the Year and graded (A to E) using the same standards. These writing grades will be shown on all Semester Reports.

Students' writing grades will help to identify those students needing further support to improve their writing and will assist in tracking improvement over time.





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 Head Teacher immediately on your return to school after the due date of the assessment. If the Head Teacher is absent, this form must be submitted to the Deputy Principal.

Name: _____ Year: _____

Subject / Course: _____

Assessment Title: _____

Assessment Task No: _____ Weighting: _____ Assessment Date Due: _____

Head Teacher: _____ Teacher: _____

Date Appeal Submitted: _____

Tick Option: Task missed Task attempted / completed

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: _____

OFFICE USE ONLY

Date Appeal submitted: _____

Approved Declined

Outcome of Appeal: _____

Head Teacher Signature: _____ Deputy Principal Signature: _____

- Head Teacher receives Illness/Misadventure Appeal on student's return to school
- Head Teacher discusses with Deputy Principal and a determination is made
- Head Teacher to sign off on Illness/Misadventure Appeal and given to Deputy Principal to sign
- School Administration Officer to enter details on SENTRAL and generate outcome letter for parent(s)
- Deputy Principal to sign outcome letter and then to be mailed to parent(s) by School Administration Officer
- A copy of outcome letter along with Illness/Misadventure Appeal to be placed on the student's file



HOME BUSH BOYS HIGH SCHOOL

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ABN: 18 246 198 266 CRICOS Provider 0058M



<insert date>

<Addressee's name>

<Addressee's address>

Dear <Addressee>

Dear [Addressee]

ILLNESS / MISADVENTURE APPEAL DETERMINATION [Reference No. XXXXXXX]

Your son <insert student name>, lodged an Illness Misadventure Form which was submitted on <insert date> requesting the school's consideration related to Assessment <insert description> for <insert subject>.

In accordance with our School Assessment Policy, which reflects NSW Education Standards Authority requirements, the appeal has been <insert approved / declined>. The outcome being <insert outcome>.

If you would like further information, please contact the school quoting the reference number above.

Yours sincerely

<insert Deputy Principal Name>

Deputy Principal



COURSE OUTLINES

Stage 4

LITERACY

Outcomes

READING & VIEWING

Comprehension

- reads and views moderately complex or some sophisticated texts
- interprets abstract or more remote content
- analyses visual text to identify point of view
- recognises layers of meaning
- synthesises information from variety of complex texts
- evaluates the effectiveness of language forms and features used in moderately complex or some sophisticated texts
- evaluates the reasoning and evidence in a persuasive text
- explains how context influences interpretations of a text
- analyses the author's perspectives in moderately complex or some sophisticated texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

Processes

- integrates automatically a range of processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build meaning
- applies and articulates criteria to evaluate the structure, purpose of content of a text
- describes how sophisticated cohesive devices establish patterns of meaning
- selects and cites the most appropriate evidence from a text to support an argument or opinion

Vocabulary

- applies knowledge of root words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- demonstrates an understanding of nuances and subtleties in words of similar meaning

WRITING

Informative text indicators

Crafting Ideas

- writes sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities
- uses structural features flexibly to organise ideas strategically
- uses classification to organise ideas and information
- writes texts with forms and features combined strategically for purpose
- uses evidence and references
- writes succinct short-answer explanatory texts as well as complex, multi-staged extended texts

LITERACY

Outcomes

Text Forms and Features

- maintains tone appropriate to the audience
- uses extended noun groups including adjectival phrases
- judiciously uses language and multimodal resources to emotionally or intellectually affect audience

Vocabulary

- uses complex abstractions

Persuasive text indicators

Crafting Ideas

- writes sustained, robust arguments on complex learning area topics
- anticipates reader knowledge and possible bias and accommodates these in development of arguments
- uses structural features flexibly to organise ideas strategically
- positions the reader effectively by previewing the arguments
- develops a cohesive argument with an effective conclusion
- strategically selects multimodal resources to position the reader/viewer

Text Forms and Features

- uses evaluative language devices such as allusion, evocative vocabulary and metaphor
- uses language devices for persuasive effect
- uses sophisticated evaluative language
- judiciously uses language and multimodal resources to emotionally or intellectually affect audience

Vocabulary

- uses vocabulary for precision

Imaginative text indicators

Crafting Ideas

- writes sustained texts that develop more abstract themes or concepts in imaginative ways
- uses structural features flexibly to organise ideas strategically (deliberate repetition to reinforce a point or create a rhythmic flow)
- develops an imaginative text around a theme or social issue

Text Forms and Features

- uses stylistic features for effect
- uses recurring imagery for cohesion
- uses a range of literary techniques such as personification
- uses language to create humour
- uses complementary noun and verb groups

Vocabulary

- uses vocabulary for precision
- uses figurative language to create subtle and complex meaning

The National Literacy Progression at the level of Year 7 will be used to determine outcomes in summative assessment tasks



	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Half Yearly Examination	National Literacy Progression	Term 2 Weeks 3 & 4	50%
Yearly				
2	Yearly Examination	National Literacy Progression	Term 4 Weeks 3 & 4	50%
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. 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-RVL-01	Uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction.
EN4-URA-01	Analyses how meaning is created through the use of and response to language forms, features and structures.
EN4-URB-01	Examines and explains how texts represent ideas, experiences and values.
EN4-URC-01	Identifies and explains ways of valuing texts and the connections between them.
EN4-ECA-01	Creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas.
EN4-ECB-01	Uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts.

ENGLISH

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Reading Comprehension and Writing Task	EN4-RVL-01 EN4-URA-01 EN4-URB-01 EN4-ECA-01	Term 1 Week 10	35%
2	Speaking Task	EN4-URB-01 EN4-ECA-01 EN4-ECB-01	Term 2 Week 7	30%
Yearly				
3	Multimodal Presentation	EN4-URA-01 EN4-ECA-01 EN4-ECB-01 EN4-URC-01	Term 3 Week 9	35%
TOTAL				100%

Reporting

The English Faculty's assessment program is comprised of three formal assessment tasks – two in Semester 1 and one in Semester 2. The Half Yearly report mark will be made up by two assessment tasks and 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 all three assessment tasks.



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.



MATHEMATICS

	Assessment Task	Syllabus Outcomes	Timing	Yearly Weighting
Half Yearly				
1	Written Test No.1	MA4-1WM MA4-2WM MA4-3WM MA4-4NA MA4-18MG	Term 1 Week 7	20%
2	Written Test No.2	MA4-2WM MA4-3WM MA4-4NA MA4-5NA	Term 2 Week 6	20%
3	Class Mark No.1	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 Weeks 3 & 7	17.5% 5%
5	Written Test No.3	MA4-12MG MA4-13MG MA4-14MG MA4-16MG MA4-18MG MA4-20SP	Term 4 Week 5	22.5%
6	Class Mark No.2	Mathletics Exercise/class Effort	Ongoing	2.5% 2.5%
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. 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.

SCIENCE

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Practical / Skills: Working Scientifically	SCLS-5WS SCLS-6WS SCLS-7WS	Term 1 Week 8	25%
2	Half Yearly Examination (Topics to be covered will be notified in the notification) Chapter 4 - Mixtures Chapter 2 – Properties of substances Chapter 7 - Forces	SC4-10PW SC4-16CW SC4-17CW	Term 2 Week 4	20%
Yearly				
3	Research and communication: Creating a digital poster, oral presentation, and Topic Test Chapter 6 – Classification Chapter 5 – Habitats and Interactions	SC4-14LW SCLS-9WS SC4-15LW	Term 3 Week 8	25%
4	Yearly Examination (Topics to be included will be notified in the notification) Chapter 3 – Earth’s Resources Chapter 8 – Earth in Space	SCLS-7WS SCLS-8WS SC4-14LW SC4-15LW	Term 4 Week 4	30%
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. This is a good opportunity to test for the 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.

MUSIC

	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.

VISUAL ARTS

	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

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. 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 .

GEOGRAPHY

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Diorama & Oral Presentation Place and Liveability	GE4-1 GE4-4 GE4-6 GE4-8	Term 1 Week 8	35%
2	In Class Extended Response (Landscapes and Landforms)	GE4-2 GE4-5 GE4-8	Term 2 Week 5	30%
Yearly				
3	Yearly Examination (Landscapes and Landforms, Water in the World & Skills)	GE4-2 GE4-3 GE4-5 GE4-7	Term 4 Week 3	35%
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.

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.

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Practical Lessons Task	4.10	Ongoing Term 1	25%
2	Case Studies in Class Tasks	4.7 4.8	Term 1 Weeks 3 –7	25%
Yearly				
3	Skipping Routine Task	4.11	Term 3 Weeks 8 – 10	25%
4	Topic Test	4.1 4.3 4.9	Term 4 Week 2	25%
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. 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.

TECHNOLOGY MANDATORY

	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 TE4-10TS	Term 1 Week 10	40%
3	Practical Project	TE4-2DP TE4-3DP TE4-10TS	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 TE4-10TS	Term 3 Week 7	40%
6	Practical Project	TE4-2DP TE4-3DP TE4-10TS	Term 3 Week 7	50%
TOTAL				100%
Rotation 3: Specialisation Area				
7	Safety Poster	TE4-1DP	Term 4 Week 3	10%
8	Design Folio	TE4-2DP TE4-3DP TE4-10TS	Term 4 Week 7	40%
9	Practical Project	TE4-2DP TE4-3DP TE4-10TS	Term 4 Week 7	50%
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. 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.



ASSESSMENT CALENDAR 2024

TERM 1 2024

Week	Subject	Task	Weighting
1			
2			
3	PDHPE	Case Studies in Class Tasks	25%
4	PDHPE	Case Studies in Class Tasks	25%
5	PDHPE Technology Mandatory	Case Studies in Class Tasks Safety Poster	25% 10%
6	PDHPE	Case Studies in Class Tasks	25%
7	Mathematics PDHPE	Written Test No.1 Case Studies in Class Tasks	20% 25%
8	Science Geography	Practical / Skills: Working Scientifically Diorama & Oral Presentation	25% 35%
9			
10	English Music Visual Arts Technology Mandatory	Reading, Comprehension & Writing Task Composition Research Task Design Folio	35% 20% 10% 40%
11			

TERM 2 2024

Week	Subject	Task	Weighting
1			
2	Technology Mandatory	Practical Project	50%
3	Literacy Visual Arts	Half Yearly Examination Artmaking	50% 35%
4	Literacy Science	Half Yearly Examination Half Yearly Examination	50% 20%
5	Geography	In Class Extended Response	30%
6	Mathematics	Written Test No.2	20%
7	English	Speaking Task	30%
8			
9			
10			



ASSESSMENT CALENDAR 2024

TERM 3 2024

Week	Subject	Task	Weighting
1			
2			
3	Mathematics Geography Technology Mandatory	Written Test: Working Mathematically Yearly Examination Safety Poster	17.5% 35% 10%
4			
5			
6			
7	Mathematics Technology Mandatory Technology Mandatory	Written Test: Working Mathematically Design Folio Practical Project	5% 40% 50%
8	Science Visual Arts PDHPE	Research & Communication: Creating a Digital Poster Research Task Skipping Routine Task	25% 10% 25%
9	English Music PDHPE	Multimodal Presentation Composition Skipping Routine Task	35% 20% 25%
10	PDHPE	Skipping Routine Task	25%



ASSESSMENT CALENDAR 2024

TERM 4 2024

Week	Subject	Task	Weighting
1			
2	PDHPE	Topic Test	25%
3	Literacy Music Technology Mandatory	Yearly Examination Listening & Musicianship Examination Safety Poster	50% 20% 10%
4	Literacy Science Visual Arts	Yearly Examination Yearly Examination Artmaking	50% 30% 35%
5	Mathematics	Written Test No.3	22.5%
6			
7	Technology Mandatory Technology Mandatory	Design Folio Practical Project	40% 50%
8			
9			
10			



YEAR 7 ASSESSMENT TASK PLANNER 2024

TERM 1 2024

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	

TERM 2 2024

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	



YEAR 7 ASSESSMENT TASK PLANNER 2024

TERM 3 2024

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

TERM 4 2024

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

