



YEAR 7 ASSESSMENT HANDBOOK 2020

Name:

Admin:



Welcome

Dear Students and Parents

This booklet contains information regarding students' Assigned Tasks. The information contained is the Course Objectives as prescribed by NESA (NSW Educational Standards Authority) and Faculty Assessment Programs. This Information is available for both semesters.

This booklet is designed to help you:

- know what Assigned Tasks need to be completed
- learn to plan for your Assigned Tasks. Please keep in mind that dates may change at times, but the students will be notified.

Students need to be aware of three important issues related to the completion of Assigned Tasks:

1. If you are absent from an Assigned Task or are away when it should be handed in, and there is good reason for this (e.g. sickness, there is an issue at home, you have to attend a funeral), on the day of your return to school, you need to bring a letter from home explaining the absence or fill out a copy of the **Illness, Accident or Misadventure Form** contained in the Appendix of this booklet. After submission of the form, if this is acceptable, you may be asked to do the task on another day or receive an estimated mark. It would also be appreciated if parents could ring or email the school by 8:45am if you are away when a task is scheduled to enable notification to be given to the relevant Leader of Pedagogy (see page 9).
2. If you have a good reason for not having time to complete an Assigned Task (i.e. you have been ill), you can apply for an extension by completing the **Illness, Accident or Misadventure Form** in the appendix. The form is to be signed by Parents/Care Givers and returned to the Leader of Pedagogy.
3. If you are absent from an assessment task without extension or an explanation, a phone call or letter may be sent home and the school assessment policy for late hand in of tasks will apply.

It is very important that you realise managing assessment is complex, but together we hope to assist students in becoming responsible and organised in their approach to their Assigned Tasks.

Introduction

All students in all Years 7-9 are being issued with an Assessment Booklet outlining the Assigned Tasks. It is important then to understand the assessment responsibilities.

Assigned Tasks are set in all subjects to cover all the outcomes prescribed by the syllabus for that subject.

Subject Assessment Procedures

Years 7-9 will have an assessment program based on Assigned Tasks. Each of the Assigned Tasks is listed in this booklet. The tasks assess the students' progress in the outcomes set for the particular activity. In line with new government legislation, all students will be graded on an A-E scale at the completion of each semester. These Assigned Tasks will contribute to the assessment grades.

The general performance descriptors describe performance at each of five grade levels.

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

It is important to keep the following in mind when preparing for an Assigned Task:

- Assessment is continuous and progressive.
- The Assessment Mark is relative to a pre-determined standard.
- Assessment may be comprised of a variety of tasks (e.g. tests, assignments) throughout a semester.

Assessment Guidelines

- Are clearly and concisely articulated and communicated to all involved in the teaching/learning process.
- Are designed in conjunction with the teaching/learning process.
- Are based on the goals of each syllabus and/or school teaching programs.
- Provide to each student, through a variety of assessment tasks, maximum scope to demonstrate breadth of achievement.
- Provide to each student significant opportunity to demonstrate his/her highest level of competence.

Disability Provisions

Disability Provisions is a service delivered by the Learning Support Team to assist students who may have difficulty with reading, writing, language, attention or a medical problem during examinations.

The students who access Disability Provisions are allowed extra time to read and write to enable them to complete as much of the examination as possible. Students can ask the supervising teacher or Teacher's Aide to read a question to them or to write, if necessary. They can also have questions modified by having questions explained in simpler terms. This provides a valuable opportunity for students to develop skills in examination techniques.

To be eligible for Disability Provisions, a student must be referred by the Learning Support Team as having a need for support during examinations. Some testing of literacy skills may be required. Letters will be sent home to parents offering Disability Provisions and seeking permission for their child to receive this support.

NOTE: Use of Disability Provisions in junior examinations does not guarantee that Disability Provisions will be granted in Years 10-12. A formal application to NESA for Disability Provisions will be provided to Year 12 students who will be sitting for Higher School Certificate Examinations. Any questions regarding Disability Provisions should be directed to Mrs Maree Beer, Learning Support Coordinator.

What To Do If?

Lateness in Submitting Tasks

It is expected that students will hand tasks in, on or by the due date. If a student fails to hand in set tasks without a suitable written explanation, **they may be awarded zero marks**. Irrespective of the zero mark the task must still be submitted.

Regardless of the reason for late submission, the student must complete an **Illness, Accident or Misadventure Form** and submit it to the Leader of Pedagogy. These are available at the end of this book or from the relevant Leader of Pedagogy or online in the Parent/Student portal. Students should submit any evidence, such as draft copies, or notes to validate their claims in the event of mechanical or technological failure.

Absence from Tasks

- a) If a student will miss a task on a day that they are absent, it is expected that a phone call be made to **the School before 8:45 am** on that day by the parents, where possible requesting to speak to the relevant Leader of Pedagogy.
- b) Students will be required to provide a **suitable written explanation on the day they return to school**, i.e. note from a parent or guardian.
- c) An **Illness, Accident or Misadventure** form needs to be completed and handed to the Leader of Pedagogy.

Extensions to Due Date

Extensions to the due date will only be given if special circumstances and a request is made **in writing at least three days prior to the due date** (where applicable). The extension will be granted by the relevant Leader of Pedagogy. The **Illness, Accident or Misadventure form** is to be filled out to apply for any variation and the extension box ticked. Documentary support is required i.e. parent note, doctor certificate, copy of airline tickets etc so that an extension can be granted.

Academic Malpractice

Cheating

If a student is found cheating during an examination-type tasks will usually result in the cancellation of the paper in whole or part (and a zero-mark awarded for the paper or part). Likewise, proven **dishonesty** in relation to other assessment tasks will result in marks being adjusted accordingly.

Plagiarism

DEFINITION: *Plagiarism*: 1. The appropriation or imitation of another's ideas and manner of expressing them, as in art, literature, music (compositions) etc., to be passed off as one's own. 2. Something appropriated and passed off as one's own in this manner. (*Macquarie Dictionary*)

THE SCHOOL'S POSITION FOR STUDENTS: Plagiarism involves dishonesty and will not be accepted at St Joseph's High School Aberdeen.

Importance of Avoiding Plagiarism in Student Assignments

The term 'plagiarism' refers to the practice of presenting the ideas of another person as your own. It is most important that you avoid plagiarism when preparing assessment (or other) tasks.

The following are examples of plagiarism:

- Downloading information from the internet and presenting this as if it is your own work
- Taking information from a published source and presenting this as if it was your own work.
- Copying the work of another student or allowing someone to copy your work.
- Getting help or ideas from another person without acknowledging that you have done this.
- Copying published music and presenting it as your own composition.

There are two main reasons why it is important to avoid plagiarism.

It is unfair to other students if you get help which is not available to others, or if you put forward ideas which are not your own.

Plagiarism is the theft of ideas. At any tertiary institution it is viewed as a serious offence.

When carrying out a research assignment, you should bring together information from a range of sources. Whenever you quote information word for word, you must place the quote in inverted commas and you must acknowledge the author.

If you change the wording of the information, it is still important to acknowledge the source of the information.

Please note that students who commit plagiarism in assessment tasks may receive zero for the task and may be subject to further disciplinary action.

Staff Contacts

School Executive		
Principal		Mr Robert Holstein (robert.holstein@mn.catholic.edu.au)
Assistant Principal - Curriculum & Welfare		Mrs Veronica Rolfe (veronica.rolfe@mn.catholic.edu.au)
Assistant Principal - Administration & Welfare		Mr Joel Bristow (joel.bristow@mn.catholic.edu.au)
Ministry Coordinator		Mr Vince Cooper (vince.cooper@mn.catholic.edu.au)
Leader of Pedagogy		
Religion	Mrs Meagan Edwards (meagan.obrien@mn.catholic.edu.au)	Catholic Studies
English	Mrs Nicole Taylor (nicole.taylor@mn.catholic.edu.au)	English
Mathematics	Mrs Melanie Ritter (melanie.carrigan@mn.catholic.edu.au)	Mathematics
Science	Ms Lisa Bright (lisa.bright@mn.catholic.edu.au)	Science
HSIE	Ms Emma Scott (emma.scott@mn.catholic.edu.au)	Geography
PDHPE	Mr Stefan Sokulsky (steven.sokulsky@mn.catholic.edu.au)	PDHPE
TAS & VET	Mr Garry Scruton (garry.scruton@mn.catholic.edu.au)	Technology (Mandatory)
CAPA & LOTE	Mrs Claire Dent (claire.dent@mn.catholic.edu.au)	Music Japanese Visual Arts
Support Staff		
Leader of Wellbeing		Mrs Telaine Reakes (telaine.kelly@mn.catholic.edu.au)
Career's Advisor		Ms Kylie Watkins (kylie.watkins@mn.catholic.edu.au)
Learning Support		Mrs Maree Beer (maree.beer@mn.catholic.edu.au)
Indigenous Support		Mr Vince Cooper (vince.cooper@mn.catholic.edu.au)
School Counsellors		Mr Kaine Griffith & Ms Melissa Brown (kaine.griffith@mn.catholic.edu.au) (melissak.brown@mn.catholic.edu.au)



St Joseph's High School Aberdeen

Segenhoe Street Aberdeen NSW 2336
 Phone (02) 65437444 Fax (02) 65437924
 Email: admin@aberdeen.catholic.edu.au
www.aberdeen.catholic.edu.au

Extension/Illness/Misadventure Form

NOTE: This form should be **handed** to your **Subject Teacher** or relevant **Leader of Pedagogy (LOP)**.
 If the illness/Misadventure is for an entire **Examination Block**, please submit to an **Assistant Principal**.

DO NOT LEAVE THIS FORM AT STUDENT SERVICES

Forms not fully completed may not be considered.

Name:		Pastoral Class:	
Subject:	Teacher:	LOP:	
Task No.	Weighting:	%	Task Type:
			Due Date:

Reason for Application – to be completed by the student	
<input type="checkbox"/>	Extension to submit / complete an Assessment Task
<input type="checkbox"/>	Absent from school for the submission date of a Hand in Assessment Task
<input type="checkbox"/>	Absent from school for an in-class Assessment Task
<input type="checkbox"/>	Exceptional Circumstances adversely affecting your ability to complete an Assessment task
<input type="checkbox"/>	Sick during an Assessment Task at school
<input type="checkbox"/>	Misadventure/Undue hardship
<input type="checkbox"/>	Other (explain):

Supporting Evidence – to be completed by the student	
Suggested Alternate Date for task submission:	
I have attached relevant supporting evidence:	
<input type="checkbox"/> Medical Certificate	<input type="checkbox"/> Legal Documents
<input type="checkbox"/> Letter from Guardian	
Student Signature:	Guardian Signature:
Date:	Date:

Office Use Only: Leader of Pedagogy's recommendation	
<input type="checkbox"/> Application Accepted	<input type="checkbox"/> Application Rejected
Comment:	
Leader of Pedagogy's signature:	Date:

Alternate Arrangements to be logged on Sentral Copies to: Student File, Student/Guardian
--

Office Use Only: Assessment Committee's recommendation if application is rejected.	
Comment:	
Signature:	Date:
Signature:	Date:
Signature:	Date:

Procedure for Requesting an Extension/Illness/Misadventure Consideration

Illness

STEP 1: Parent/Guardian to telephone the school by 8:45am explaining the inability of the student to meet the requirements of the Assessment Task. Obtain a medical certificate to verify student's illness.

STEP 2: Download from the Compass School Documentation a copy of the Extension/Illness/Misadventure form, complete the relevant sections, attaching all supporting medical evidence.

STEP 3: On the student's return to school submit the completed form to your subject teacher or the relevant Leader of Pedagogy.

STEP 4: Applications will be considered by the Leader of Pedagogy.

STEP 5: The decision to accept or reject the application will be communicated to the student in writing, with alternate arrangements if required.

Extension

STEP 1: Download from the Compass School Documentation a copy of the Extension/Illness/Misadventure form, complete the relevant sections, attaching all supporting evidence.

STEP 2: Submit the completed form to the relevant Subject Teacher or Leader of Pedagogy at least **three days** prior to the due date.

STEP 3: Applications will be considered by the Leader of Pedagogy.

STEP 4: The decision to accept or reject the application will be communicated to the student in writing, with alternate arrangements if required.

Misadventure

STEP 1: After an assessment task has been completed in which the student believes they have experienced undue hardship and were disadvantaged, download from the Compass School Documentation a copy of the Extension/Illness/Misadventure form, complete the relevant sections, attaching all supporting evidence.

STEP 2: Submit the completed form to the relevant Subject Teacher or Leader of Pedagogy.

STEP 3: Applications will be considered by the Leader of Pedagogy.

STEP 4: The decision to accept or reject the application will be communicated to the student in writing.

English

Outcomes

A student	
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

English – Year 7 Assessment Program

				Components			
Task No	Task Nature	Weighting	Outcomes	Reading	Writing	Listening/Speaking	View/Representing
1	Poetry	25%	EN4-1A, EN4-5C	*	*	*	*
2	“Trash”	25%	EN4-3B, EN4-7D, EN4-8D	*	*		
3	Shakespeare	25%	EN4-4B, EN4-8D	*	*	*	*
4	Sustainability	25%	EN4-2A, EN4-6C, EN4-9E	*	*		*
	Total	100%					

Geography

Outcomes

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

HGC Geography – Year 7 Assessment Program

				Components		
Task No	Task Nature	Weighting	Outcomes	Geographical Concepts	Geographical Tools	Geographical inquiry skills
1	Virtual Fieldwork Task	30%	GE4-1, GE4-2, GE4-4, GE4-5	✓	✓	✓
2	Global Research Task	30%	GE4-3, GE4-6, GE4-8	✓	✓	✓
3	Multi-Modal Report	40%	GE4-2, GE3-3, GE4-7	✓	✓	✓
	Total	100%				

Japanese

Outcomes

A student	
LJA4-1C	uses Japanese to interact with others to exchange information, ideas and opinions, and make plans
LJA4-2C	identifies main ideas in, and obtains information from texts
LJA4-3C	organises and responds to information and ideas in texts for different audiences
LJA4-4C	applies a range of linguistic structures to compose texts in Japanese, using a range of formats for different audiences
LJA4-5U	applies Japanese pronunciation and intonation patterns
LJA4-6U	demonstrates understanding of key aspects of Japanese writing conventions
LJA4-7U	applies features of Japanese grammatical structures and sentence patterns to convey information and ideas
LJA4-8U	identifies variations in linguistic and structural features of texts
LJA4-9U	identifies that language use reflects cultural ideas, values and beliefs

Japanese – Year 7 Assessment Program

Task No	Task Nature	Weighting	Outcomes	Components			
				Speaking	Reading	Writing	Listening
1	Speaking	20%	LJA4-1C, LJA4-5U, LJA4-7U	20%			
2	Listening	30%	LJA4-2C, LJA4-9U				30%
3	Writing	20%	LJA4-4C, LJA4-6U			20%	
4	Reading	30%	LJA4-3C, LJA4-8U		30%		
	Total	100%		20%	30%	20%	30%

Mathematics

Outcomes

A student			
MA4-1WM	communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols	MA4-12MG	calculates the perimeters of plane shapes and the circumferences of circles
MA4-2WM	applies appropriate mathematical techniques to solve problems	MA4-13MG	uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-3WM	recognises and explains mathematical relationships using reasoning	MA4-14MG	uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
MA4-4NA	compares, orders and calculates with integers, applying a range of strategies to aid computation	MA4-15MG	performs calculations of time that involve mixed units, and interprets time zones
MA4-5NA	operates with fractions, decimals and percentages	MA4-16MG	applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
MA4-6NA	solves financial problems involving purchasing goods	MA4-17MG	classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
MA4-7NA	operates with ratios and rates, and explores their graphical representation	MA4-18MG	identifies and uses angle relationships, including those related to transversals on sets of parallel lines
MA4-8NA	generalises number properties to operate with algebraic expressions	MA4-19SP	collects, represents and interprets single sets of data, using appropriate statistical displays
MA4-9NA	operates with positive-integer and zero indices of numerical bases	MA4-20SP	analyses single sets of data using measures of location, and range
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations	MA4-21SP	represents probabilities of simple and compound events
MA4-11NA	creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane		

Mathematics – Year 7 Assessment Program

				Components	
Task No	Task Nature	Weighting	Outcomes	Application	Knowledge
1	End Term 1 Test	20%	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-12MG, MA4-13MG, MA4-14MG, MA4-17MG, MA4-18MG	10%	10%
2	Examination	25%	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-5NA, MA4-7NA, 12MG, MA4-13MG, MA4-14MG, MA4-17MG, MA4-18MG	10%	15%
3	Research Task	10%	MA4-1WM, MA4-2WM, MA4-3WM,	5%	5%
4	End Term 3 Test	20%	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-5NA, MA4-6NA, MA4-8NA, MA4-9NA, MA4-10NA	10%	10%
5	Examination	25%	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-5NA, MA4-6NA, MA4-8NA, MA4-9NA, MA4-10NA, MA4-11NA, MA4-19SP, MA4-20SP	10%	15%
	Total	100%		45%	55%

Music

Outcomes

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 artform
4.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Music – Year 7 Assessment Program

				Components		
Task No	Task Nature	Weighting	Outcomes	Performance	Composition	Listening
1	Performance Activities	35%	4.1, 4.2, 4.3, 4.11, 4.12	35%		
2	Listening Activities	30%	4.7, 4.8, 4.9, 4.10, 4.11, 4.12			30%
3	Composition Activities	35%	4.4, 4.5, 4.6, 4.11, 4.12		35%	
	Total	100%		35%	35%	30%

PDHPE

Outcomes

A student	
PD4-1	examines and evaluates strategies to manage current and future challenges
PD4-2	examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
PD4-3	investigates effective strategies to promote inclusivity, equality and respectful relationships
PD4-4	refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
PD4-5	transfers and adapts solutions to complex movement challenges
PD4-6	recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
PD4-7	investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
PD4-8	plans for and participates in activities that encourage health and a lifetime of physical activity
PD4-9	demonstrates self management skills to effectively manage complex situations
PD4-10	applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
PD4-11	demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

PDHPE – Year 7 Assessment Program

				Components		
Task No	Task Nature	Weighting	Outcomes	Movement Skill	Self-management Skills	Interpersonal Skills
kills1	Aquatics	20%	PD4-4 PD4-5 PD4-8	✓	✓	
2	Topic Test	30%	PD4-1,2,3,4,9,10		✓	✓
3	Movement Acquisition	25%	PD4-4,5,8,11	✓	✓	✓
4	Final Examination	25%	PD4-4,6,7,8,10		✓	✓
	Total	100%				

Religion

Outcomes

A student	
JS 4.1	demonstrates an understanding of the language and books of the scriptures
JS 4.2	recognises the impact of the challenging message of Jesus
JS 4.3	demonstrates a knowledge of Jewish culture and society
JS 4.4	demonstrates an understanding of the ways the Spirit is at work in the world.
HB 4.1	demonstrates an understanding of the background to the beliefs of the Catholic Church
HB 4.2	demonstrates an understanding of the impact of significant people in the life of the Church
HB 4.3	demonstrates a knowledge of the main characteristics of the Church
HB 4.4	demonstrates a knowledge of significant stages in the story of the Church
HB 4.5	communicates an understanding of some beliefs about God and the human person
JM 4.1	conveys a knowledge of the values that Jesus lived and taught

Religious Studies – Year 7 Assessment Program

				Components			
Task No	Task Nature	Weighting	Outcomes	Faith Story Witness	The Hebrew Scriptures	Knowing Jesus	Catholic Beliefs
1	Multiple Choice In Class test	10%	JS 4.1, JS 4.4, HB 4.1, HB 4.3	5%			
2	ICT Task	20%	JS 4.3, JS 4.2, JM 4.1		20%		
3	Multi Modal project	30%	JS 4.3, JS 4.1			30%	
4	Examination	40%	JS 4.1, JS 4.4, HB 4.4, HB 4.5	5%	5%	5%	25%
	Total	100%		10%	25%	35%	25%

Science

Outcomes

A student:	
SC4-1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC4-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC4-3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
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

Science – Year 7 Assessment Program

				Components	
Task No	Task Nature	Weighting	Outcomes	Skills	Knowledge & Understanding
1	Investigation	25%	SC4-4WS, SC4-5WS, SC4-6WS, SC4-8WS, SC4-9WS, SC4-16CW	25%	
2	Examination	25%	SC4-12ES, SC4-13ES, SC4-16CW		25%
3	Investigation	25%	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-10PW	25%	
4	Examination	25%	SC4-10PW, SC4-14LW		25%
	Total	100%		50%	50%

Technology

Outcomes

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
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

Mandatory Technology – Year 7 Term Assessment Program – 3 Rotations

				Components		
Task No	Task Nature	Weighting	Outcomes	WHS	Folio	Practical
1	Induction	10%	TE4-3DP	10%		
2	Design Folio	30%	TE4-1DP, TE4-10TS, TE4-2DP		30%	
	Practical (progressive mark in Area of Study)	60%	One of: TE4-5AG & TE4-4FO or TE4-4DP & TE4-7DI or TE4-3DP & TE4-8EN or TE4-3DP & TE4-9MA			60%
	Total	100%		10%	30%	60%

Visual Arts

Outcomes

A student	
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 Art – Year 7 Assessment Program

				Components	
Task No	Task Nature	Weighting	Outcomes	Artmaking	Art Critical Historical
1	Clay Creatures - Practical	30%	4.3, 4.4, 4.5	30%	
2	Postcards - Theory	20%	4.8, 4.9		20%
3	Aboriginal Lino - Practical	30%	4.1, 4.3, 4.5	30%	
4	Portraiture Responses - Theory	20%	4.7, 4.10		20%
	Total	100%		60%	40%