

Great Lakes College Tuncurry Campus

Year 7 Assessment Policy and Assessment Schedule

2024

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Introduction

Student achievement is assessed throughout all the courses in Years 7 to 10.

The Year 10 credential (known as the Record of School Achievement or RoSA) is based on a student's achievement in Years 9 and 10. Course Performance Descriptors are used to describe student outcomes and levels of achievement and tasks are set to help assess the extent of a student's skills and knowledge.

Students must satisfactorily complete the following courses as stated by the NSW Educational Standards Authority (NESA) in order to be eligible for a RoSA.

English

Mathematics

Science

Human Society and its Environment: History and Geography

Personal Development, Health and Physical Education

Creative Arts: Visual Arts and Music. Generally completed in Year 7 and 8

Languages Other than English: Generally completed in Year 7 or 8

Technological and Applied Studies: Generally completed in Year 7 and 8

In Stage 4 and 5, students follow a program of formal school-based assessment in all courses. All tasks are designed to assess what students know and can do in relation to course outcomes and the Course Performance Descriptors. Each task gives the student the opportunity to demonstrate their level of achievement.

Teachers undertake assessment to collect information about students' learning. This will occur through both formal and informal activities. The purpose of school-based assessment is to provide feedback to students to improve their learning. Formal school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes in different ways. Teachers have many ways of measuring and assessing the achievement of outcomes.

"Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the syllabus outcomes within a stage."

[Assessment strategies | NSW Education Standards](#)

Formal school-based assessment tasks:

These are summative tasks due on a specific date that are used to assess student progression of learning. These methods of assessment may include but are not limited to:

- Topic tests/class tests

- Formal examinations
- Practical projects
- Oral performances
- Research assignments

Informal class tasks:

These are ongoing formative tasks that are used to assess student progression of learning. These methods of assessment may include but are not limited to:

- Class observations
- Completion of homework
- Book reviews
- Excursion reports
- Experiments

There are three types of assessment:

Assessment for learning:

- is formative and is used to clarify student learning and understanding
- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular study routine
- involves teachers, students and parents reflecting on the purpose of learning tasks
- is inclusive of all learners and their diverse learning needs.

Assessment of learning:

- is summative and used at defined key points during a unit of work
- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across other audiences.

Assessment as learning:

- encourages students to take responsibility for their own learning

- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to build on prior knowledge
- encourages peer assessment, self-assessment, reflection and lifelong learning.

Students will receive a report at the end of each semester. The report will indicate the overall performance of the student in each course. This will be determined by the quality of the student performance when measured against the course performance descriptors and course outcomes.

Quality feedback will be provided after each assessment task and through academic monitoring and school reports.

See [Curriculum requirements guide – Secondary RoSA | NSW Department of Education](#).

Performance Descriptors

For all courses, each student's performance will be matched against Course Performance Descriptors based on the Knowledge and Skills objectives of courses.

General performance descriptors describe the main features of a typical student's performance at each level of achievement in that course. They serve as a standard or benchmark against which teachers will be able to match their assessment records and professional judgement in determining grades for particular students. There are descriptors for each Grade A - E.

Formal assessment tasks and informal class tasks will be used to determine the description, which best reflects the level of achievement of each student and thus the grade in a particular course.

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

Assessment tasks are mandatory for each course. Students will be expected to complete set work regularly, in order to be determined as having satisfactorily studied the course. A variety of assessment task styles will be included in assessment programs to provide students with varied opportunities to demonstrate achievement of outcomes.

Assessment Policy

Formal assessment task outline

A maximum of FOUR formal school-based assessment tasks including examinations may be scheduled per year in a course (or TWO assessment tasks per semester). Each task should have a minimum weighting of 20% with a maximum weighting of 40%.

Only ONE formal written examination may be scheduled per semester in a course. A formal written examination is often in the format of an HSC examination and typically draws from most or all content areas, topics or modules. Tests of limited scope (eg, those with a small number of content areas, topics or modules) are not considered formal written examinations.

Formal written examinations should follow the question type and general structure of the HSC examination. For example, Section I - Short Answer, Section II - Short Answer and Extended Response etc. If the structure of an HSC examination for a particular course does not include multiple choice questions, then any formal written examinations for that subject should not include multiple choice questions. However, this is not required for assessment tasks that are adjusted for students with disabilities.

During each semester's **Assessment Week**, the school may assess students in a way that reflects the structure of an HSC examination for a particular course.

This applies to courses in Dance, Drama, Music, Languages, and Visual Arts, for example:

- Dance performance and a written examination
- Drama group and/or individual performance and a written examination
- Music performance and a written/aural examination
- Languages oral examination and a written examination
- Visual Arts major project/performance and submitted works and a written examination

For these courses, conducting performance/oral examinations and written examinations is considered to be one formal written examination task in an assessment schedule, wherein the task comprises a performance or oral examination weighted at 20% and a written paper weighted at 10%.

Formal assessment tasks **assess student achievement at a single point in time** and cannot be ongoing. Formal assessment tasks **may contain more than one part but must have a single due date**. The Assessment Task Notification should detail the requirements for each part, including that all parts are to be submitted and/or completed together with a single due date. Assessment tasks are carefully timetabled to best prevent student overload. An Assessment Schedule will be provided to students at the commencement of each calendar year.

Notification of formal assessment tasks

General notice about assessment tasks and procedures must be given to all students at the commencement of the course in the Assessment Schedule.

A moratorium on excursions and formal school-based assessment tasks will be set during the week prior to each semester's **Assessment Week**. Exemptions will be at the principal's discretion.

A process to change or move Assessment Tasks dates must be approved through a formal process at weekly Executive Meetings. The proposed date change must occur at least one week before the proposed hand out date. Students affected by this change must also sign to acknowledge the date change on a modified Assessment Task Register.

An Assessment Task Notification or "Gold Sheet" will be used for each formal school-based assessment task indicating: the date of the task, value of the task, required equipment, syllabus areas covered in the task, outcomes to be assessed, a detailed description and outline of the task, and a marking criteria/rubric that reflects the Common Grade Scale.

Formal notice of upcoming tasks must be given to students at least TWO weeks before the assessment due date. Students will sign and date an Assessment Task Register to formalise this process. Students who are absent on the date the Assessment Task Notification is handed out will not automatically receive an extension unless there are exceptional circumstances. Students must complete and submit an Illness/Misadventure/Extension Appeal Form. In this students must provide adequate justification for why their extension appeal should be upheld.

If electronic notification of the assessment task was posted on Google Classroom on the date the Assessment Task Notification was handed out then it is unlikely the appeal will be upheld.

Adjustments for students with disability

Some students with disability will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

It is a requirement under the **Disability Standards for Education 2005** for schools to ensure that assessment tasks are accessible to students with disability. Schools are responsible for any decisions made at school level to offer adjustments to coursework, assessment activities and tasks, including in-school tests. Decisions regarding adjustments are made in the context of collaborative curriculum planning. Providing an adjustment does not restrict a student's access to the full range of grades or marks.

The types of adjustments made will vary, based on the needs of individual students. These may be:

- adjustments to the assessment process, for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology
- adjustments to assessment activities, for example rephrasing questions or using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, for example written point form or notes, scaffolded structured responses, short objective questions or multimedia presentations.

Examinations and formal assessment tasks must be produced with adjustments for students undertaking the Life Skills course, however, whether the student needs to attempt or complete the task will be at the discretion of the LaST in consultation with parent/carer guidance. It must be aligned with Life Skills syllabus outcomes.

Special Provisions for students with disability

The Learning and Support team will work together to identify students who would be eligible for Special Provisions from NESA.

Special provisions may be available for school tests including oral/aural examinations. NESA may approve special provisions if a student has a disability that would, in a normal examination situation, prevent that student from:

- Reading and interpreting the examination question; and/or
- Communicating knowledge or understanding to an examiner as effectively as a student without that disability.

Special provisions are granted to address the effects of a disability on examination performance. Regardless of the nature of the disability, the provisions granted will be solely determined by the implications of that disability on examination performance.

If parents/carers believe that a student is eligible for special provisions for coursework, assessment tasks and in-school examinations, they are to contact the school and request contact with the Learning and Support team. Contact can be made via (02) 6555 0500 or glctuncurr-h.school@det.nsw.edu.au.

Documentation is required from a medical specialist that outlines the nature of the disability and reasonable adjustments that can be made to provide access for students with disability to the curriculum on the same basis as their peers.

NESA supports any decisions made at school level to offer provisions to students with disabilities in coursework, assessment tasks and in-school examinations.

Assessment Procedures for Students

Submitting drafts and seeking informal teacher feedback

According to NESA, it is not a requirement for teachers to provide informal feedback to students during the development of student work for a formal assessment task, but it may be a valuable way for teachers to monitor student progress and the authorship of student work. Marks or grades are not to be attributed to informal feedback.

Regarding the provision of informal feedback and to ensure equal opportunity for all students to receive feedback from teachers, students are only **permitted to submit ONE draft of an assessment task**. To prevent an influx of draft submissions immediately before a due date, students must **submit the draft ONE week before the due date as is**. Feedback may be written or verbal. In the instance that a teacher will not accept draft submissions, students are encouraged to seek peer feedback from students within their class. Head Teachers may also make provisions within their Faculty to support Course Coordinators as a suitable option for students to seek feedback, provided they are the person marking the Assessment Task.

For advice and resources on assessment in NSW schools, please refer to [NSW Department of Education Assessment](#) or [NESA Assessment](#).

Assessment Task Submission

All assessment tasks must be completed and submitted in class on the due date. If the assessment task due date falls outside of a day with a designated class period, students must submit the assessment task before school, at recess or lunch, to the class teacher and must sign the Assessment Task Register. If the teacher is absent on the due date, the faculty Head Teacher will make alternative collection arrangements and will communicate this to the faculty and students affected. If the assessment task is not submitted prior to 3pm on the due date, then students will be subject to a late penalty.

- If a faculty or class teacher has made alternative submission arrangements for a formal assessment task, then this must be clearly communicated in the Assessment Task Notification e.g. "Submission on [Class name] Google Classroom by 3pm, Students must click 'Hand In' or students will be subject to a late penalty."

Students are responsible for ensuring that all parts of the task are submitted. Forgetting to include part of the task, or noticing after submission of the task that sections were not printed, attached, etc. will not be considered grounds for appeal. Students must personally check that the task is complete before submission. For this reason, it is highly recommended that students are ready to submit the task the night before to allow adequate time for ensuring that the entire task is complete. Technological issues are not grounds for late submission.

Absence and Late Submission

Student procedures for absence on the day of an assessment task

For absence on the day of an assessment task, students must complete and submit an [Illness/Misadventure/Extension Appeal Form](#). This form is available through the Sentral Parent Portal or a hardcopy can be accessed through the faculty Head Teacher. In the appeal form, students must provide adequate justification for why their appeal should be upheld. It should not be assumed that any appeal will be automatically supported. Students are provided with [Assessment Schedules](#) at the beginning of each year outlining the dates that formal assessment tasks are due. It is expected that students and families try to make specialist appointments, holidays, etc. that do not clash with assessment tasks.

For absence due to illness on the day of a task, for Stage 4, an explanation, signed by the parent/carer is required to be supplied to accompany the [Illness/Misadventure/Extension Appeal Form](#) within one week from the due date. For Stage 5, a medical certificate and/or an explanation, signed by the parent/carer is required to be supplied to accompany the [Illness/Misadventure/Extension Appeal Form](#) within one week from the due date. In all cases, contact should be made with the Front Office (02 6555 0500) on the day of the task (preferably prior to 9 am). A message should be directed to the relevant faculty Head Teacher notifying them of the student's name, course, task and the reason for the absence.

For absence due to misadventure on the day of a task, an explanation, signed by the parent/carer, must be supplied with the [Illness/Misadventure/Extension Appeal Form](#) within one week from the due date. In all cases, contact should be made with the Front Office (02 6555 0500) on the day of the task (preferably prior to 9 am). A message should be directed to the relevant faculty Head Teacher notifying them of the student's name, course, task and the reason for the absence.

For planned absences due to school business or where absence is known about prior to the task, the [Illness/Misadventure/Extension Appeal Form](#) must be submitted at least one week prior to the due date so that provisions can be made. No appeals will be considered for school business or known absence after the date of the task. Depending on the length of time for which the student has had notification of the task, the student may be required to submit the task before the planned absence. This will be at the discretion of the faculty Head Teacher in consultation with the Deputy Principal Learning and Leading.

For students who consider that their performance in an assessment task has been affected by **illness or misadventure immediately before or during the task** must notify the class teacher or supervisor of the task at that time so that documentation can be provided for any subsequent appeal. It is essential that the class teacher or supervisor be notified so that they can make regular observations during the set time period of the task. For consideration of their performance in that

task, the student must lodge an Illness/Misadventure/Extension Appeal Form within one week of the task.

As a guide:

Grounds	Procedure	Extension Date
Illness > 1 week ongoing before due date	Illness/Misadventure/Extension Appeal Form <i>and</i> Medical Certificate submitted <u>before</u> the due date	2 school weeks from due date *Estimated mark may be given
Illness < 1 week ongoing before due date	Illness/Misadventure/Extension Appeal Form <i>and</i> Medical Certificate submitted <u>before</u> the due date	1 school week from due date OR 2 school days upon return
Illness on the day	Parent/Carer contact with Front Office on due date Illness/Misadventure/Extension Appeal Form <i>and</i> Medical Certificate submitted within ONE week of due date	2 school days upon return
Illness or misadventure immediately before or during the task	Student to notify class teacher or supervisor Illness/Misadventure/Extension Appeal Form submitted within ONE week of due date	2 school days upon return *Estimated mark may be given
Misadventure on the day (personal or exceptional circumstances)	Parent/Carer contact with Front Office on due date Illness/Misadventure/Extension Appeal Form <i>and</i> parent explanation submitted within ONE week of due date	2 school days upon return
Planned absences due to school business (e.g. sporting, excursion, work placement or work experience)	Illness/Misadventure/Extension Appeal Form <i>and</i> Medical Certificate submitted ONE week <u>before</u> the due date	submit the task before the planned absence OR

		upon return
Absence is known about prior to the task (e.g. orthodontic appointment, driving test, attendance at a family event)	Illness/Misadventure/Extension Appeal Form <i>and</i> Medical Certificate submitted ONE week <u>before</u> the due date	submit the task before the planned absence

For a task where the **security of the task is a concern** (i.e. examination, class test): -

- A student must be prepared to sit the task, or a substitute task, on the **first** day they return to school.
- Where practical, a **substitute** task will be set.
- In cases where setting a substitute task is not practical, an **estimate** will be calculated based on other tasks.
- In the event that an estimate is used, the student may still be required to sit the task so that outcomes data can be extracted for reporting purposes but the estimated mark will be used for assessment purposes.

Requests for an extension due to illness or other extenuating circumstances must be made before the due date by submitting an Illness/Misadventure/Extension Appeal Form to the relevant class teacher. Such requests will be considered by the class teacher and Head Teacher. Requests for extensions must be made as soon as possible after the need for such a request is realised.

Students must show the class teacher their progress on the task to demonstrate that they have made a genuine attempt prior to the request for an extension.

Partial absence on the due date of an assessment task

It is expected that students be in attendance for their normal school day as per their timetabled lessons.

It is considered an unfair advantage if students use timetabled lessons to prepare for/work on an assessment task, which is due later in the day. Students will be awarded zero marks for the assessment task if caught working on a task in another lesson.

Students who absent themselves from scheduled classes and/or school activities the day prior to an assessment task to complete study or prepare for assessment tasks, where it is known, will also be awarded zero marks for the assessment task. A record of student attendance prior to and on the day of a task will be noted, and student attendance patterns will be followed up.

Late submission and non-attempt of tasks

Where a student fails to submit or complete an assessment task without parent/carers contact or a satisfactory explanation and has not submitted an Illness/Misadventure/Extension Appeal Form within the required time frame, a mark of zero will be recorded for the task.

For Stage 4, if the assessment task is submitted, or completed one day after the due date, 50% of the achieved marks will be deducted. Submissions after the second day will receive zero. For Stage 5, if the assessment task is submitted, or completed one day after the due date, it will result in zero marks awarded for the assessment task. If a task is handed in or completed more than one day after the due date, a zero mark will be recorded. The task must still be completed for the assessment of outcomes and to meet NESA requirements.

Stage 4 process for non-attempt of tasks

Class teachers are required to inform parents/carers when students in their class have failed to make a serious attempt or failed to submit an assessment task.

In the event of non-submission of an assessment task on the due date (as outlined in the Assessment Schedule), except in instances where the student has successfully submitted an Illness/Misadventure/Extension Appeal Form, the classroom teacher will enter the student's name and details of the assessment task on Sentral and make contact with the parents/carers via phonecall. This is to encourage students to submit the assessment task and accept the 50% late submission.

1. Sentral > Wellbeing > Academic Concern > KLA Concern.
2. In the Comment section, teachers are to record the time of the call, person spoken to with a brief outline of conversation.

During the phone conversation, teachers are to inform parents that a KLA Concern Letter will be sent the next day to formally begin the process of non-submission. They can indicate whether they would like this letter printed or sent via the Parent Portal.

Students are expected to redeem any coursework concerns that are raised by their class teachers. Students must make a satisfactory attempt to complete all components of the set work to be redeemed. Where a student redeems a task they will be notified by their class teacher that the work is of an acceptable standard. Students who do not redeem their work may be excluded from school representation and other school activities.

Class teachers are only expected to send ONE KLA Concern Letter per task.

Stage 5 process for non-attempt of tasks

NESA states that to be eligible for a RoSA, students must have:

Completed the mandatory curriculum requirements for Years 7 to 10.

Attended a government school, an accredited non-government school or a recognised school outside NSW.

Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.

Complied with the requirements from the [Education Act](#).

NESA further states that a student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

followed the course developed by NESA; and

applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and

achieved some or all of the course outcomes.

For Stage 5 students who are at risk of not meeting the requirements of a course, their parents/carers will be notified in writing by the issuing of an 'N' Determination warning letter' using the template on Sentral. The letter will specify the nature of the concern and the steps that the student can take to resolve the 'N' Determination warning letter, including new submission dates so that the set task's status can be changed from a Non-attempt to a Late-attempt. Once sent to the current email or postal address of the student in the school database, then the school considers that the student and parents/carers have received that notification. It is the student and parent/carer's responsibility to ensure current addresses and contact details are maintained.

The 'N' Determination warning letter' is to be signed by the student's parent/carer and returned to the Front Office where the school will maintain electronic copies of these notifications.

The school will provide an opportunity for the 'N' Determination warning to be resolved. If the warning was sent for an assessment task that a non-attempt has been recorded for, then the student can resolve the task by sitting the same task or a substitute task as determined by the relevant faculty Head Teacher. Once the task has been resolved, the status of the task can be altered from a non-attempt to a late attempt. It will still result in zero marks but can be counted toward student completion of more than 50% of assessment marks in the course.

Students must make a satisfactory attempt to complete all components of the set task to be redeemed. When a student redeems a task, they will be notified by their class teacher that the work is of an acceptable standard. This means that the 'N' Determination warning letter' that is aligned with the set task is redeemed. The class teacher will notify the Head Teacher if a student

completes the required work and has met the course requirements. The class teacher or Head Teacher will then change the status of the 'N' Determination warning to 'Resolved' on Sentral.

If an 'N' Determination warning for an assessment task is not resolved, ONE additional warning letter will be sent.

An 'N' Determination warning for even one assessment task puts a student at risk of not completing a course. 'N' determination decisions are made by the principal at the end of the course, under delegated authority from NESA, that a student has not satisfactorily completed a course. If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination. If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study. Students who are not eligible for a RoSA may not be eligible to continue their studies into Year 11 and 12.

For more information see [ACE Manual: ACE 4019 'N' determinations – principal's determination of non-completion of course requirements](#) and [Record of School Achievement | NSW Education Standards](#).

Assessment Week

All assessment procedures also apply to tasks scheduled in the school Assessment Weeks. For absence on the day of an examination period, all the procedures already outlined are relevant.

Use of technology

If students use computer technology or audio-visual equipment to present an assessment task, the proper functioning of the software and associated equipment is the responsibility of the student.

Students who fail to submit an assessment task on time because they were unable to retrieve the task from a computer for any reason (e.g. document loss or printer malfunctions) will result in the student having a mark of zero recorded for the task. This also applies to audio media, video media and other electronic devices.

Students are advised to keep all rough notes and resource work in case of equipment failure or loss. Electronic backup of drafts on hard drives, thumb drives, or the cloud should be made during the preparation of a task as these may be required to ensure against penalties being incurred.

Malpractice and Non-Serious Attempts

Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. Malpractice includes but is not limited to, plagiarism, collusion and cheating.

Plagiarism includes copying any form of print, electronic media, or another person's work. It occurs when the original work is directly copied or paraphrased without acknowledgment or when another person completes the task. All assessment tasks must be the original work of the student. Plagiarism includes copying and pasting information or content from the internet and claiming that work as your own, the penalty for which is zero marks. Teachers will and do check students' work that is considered suspicious. Students are expected to follow accepted practices for acknowledging the use of other people's work.

Collusion between students is considered plagiarism.

Cheating refers to circumstances in which a student attempts to gain an unfair advantage in an assessment task. Some common examples include:

- the use of Artificial Intelligence (AI) generators
- unauthorised reference to materials other than those specified by the task
- concealed notes or writing taken into the assessment venue
- use of electronic devices
- use of non-approved calculators
- communicating with other students or copying other students' responses.

Where malpractice is detected, a mark of zero will be recorded for the task. If it is found that a student has assisted with malpractice then a mark of zero will be recorded for the task. The marker is not required to locate the source of the unoriginal material to prove non-authenticity.

All instances of malpractice will follow the 'N' Determination warning process and require resubmission.

Use of electronic devices in assessment tasks

Students are not permitted to have access to any electronic device during in-class or formal examination assessment tasks except for NESA-approved calculators, or when the assessment task requires the use of specific technology.

Mobile phones, Smartwatches, earbuds, etc. are to be turned off and left in student bags during assessment tasks.

Students who have an electronic device on their person during an assessment task will have a zero mark for non-attempt recorded. This will apply irrespective of whether the device is turned on or off.

Non-serious attempts

NESA defines a non-serious attempt as any task that contains any frivolous or objectionable material. Such frivolous or objectionable material may be anywhere in the examination paper or student response. If students are judged to have made a non-serious attempt in their assessment tasks, staff will follow the 'N' Determination warning process and students will be required to resubmit the assessment task.

For example: If a student only attempts the multiple choice section of an assessment task, NESA has directed that the student's attempt be considered a non-serious attempt and that a zero mark be recorded for that task, however, if they have many any attempt at the other sections of an assessment task, it is considered a serious attempt.

Student Appeals

At the time a task is returned, students may consult with teachers and where necessary the Head Teacher if clarification is required about performance (marks, grades or comments) awarded for tasks. If a student is still dissatisfied with the outcome, they may appeal to the Head Teacher who will liaise with the Deputy Principal Learning and Leading and/or Principal. The judgement made by the Principal is final.

The review will focus on the procedures for determining the final assessment and not on the marks or grades awarded to tasks as part of this process. This review is in line with NESA requirements. Subsequent appeals may be made to NESA through the campus. Details of the appeals process may be obtained from the Deputy Principal Learning and Leading.

Examination Expectations

As a student of Great Lakes College Tuncurry Campus, you are expected to follow the code of conduct and examination expectations. This includes:

Expectations throughout the Examination Process

- Follow the supervisor's instructions at all times
- Behave in a polite and courteous manner towards supervisors
- Demonstrate the Great Lakes College Core Expectations – Respect, Personal Best, and Responsibility

Prior to the Examination

- Be aware of when and where examinations are held
- Go to the toilet and have a drink before the examinations begin
- You must be wearing your school uniform
- Arrive at the examination prior to the start time to allow for the settling of all students and explanation of examination requirements
- Line up in classes as per assembly entrances or line up in the orange COLA as per instructions
- Leave all phones, iPods, organiser, dictionary or computerised watch and other electronic devices in bags along the wall. Electronic devices must be switched off

Entering the Examination room

- Enter the hall quietly and in an orderly fashion. Talking is to cease as you enter the examination room
- All bags are to be left in the appropriate location to the side of the hall
- Take all necessary examination equipment with you
- Proceed quietly to your desk

During the Examination

- Write your name and your class in the spaces provided as directed by the supervisor
- Act appropriately in line with College expectations
- Check your examination paper to see if it has all the pages contained and it is in the correct order.
- Make a serious attempt at answering ALL the questions in the test
- Students are to remain in their seats until the examination time is up and the supervisor has indicated to move

At the End of the Examination

- Remain seated and follow the directions of the examination supervisor
- Exit the examination quietly as directed by the supervisors. This is usually done in rows

Consequences for Failure to follow the expectations

- Students found to disrupt the test or the work of other students, or cheating will be removed and sent to the Head Teacher or the Deputy Principal. Parents will be informed of the incident.
- Students may be issued with consequences which include but are not limited to, a zero mark, N Warning, detention or Formal Warning of Suspension for failure to behave in an appropriate manner or follow the expectations outlined above

Behaviours that will not be tolerated in examinations include

- Signalling, distracting other students, borrowing of equipment, making inappropriate noises, and talking are not permitted
- Disrupting the test or the work of other students
- Students are not permitted to go to the toilet during examinations unless there is an emergency
- Eating is not permitted in the test room but you may bring in water in a clear bottle
- Attending a test while under the influence of alcohol or illicit drugs is a serious offence in will incur the appropriate consequences. Parents will also be notified.

Note: If you miss an examination it is your responsibility to see the Head Teacher of the subject immediately on your return to school. A note or Doctor's Certificate must be handed to the Head Teacher as well as an Illness & Misadventure form signed by your parents/carers. You will complete the examination as arranged by staff.

Great Lakes College Tuncurry Campus Illness/Misadventure/Extension Appeal Form

The **Great Lakes College Tuncurry Campus Assessment Policy** aims to support and encourage students to take responsibility for completing and submitting formal school-based assessment tasks on time. The purpose of this form is to provide parents/carers with the opportunity to explain why the student was not able to submit or complete the task on the due date. Completing this form does not guarantee approval of your application or exemption from penalty. Please refer to the **Assessment Policy** for further details. This form must be submitted to the classroom teacher within ONE week of the assessment task due date.

Name:	Subject:
Class:	Teacher:
Assessment Task:	
Task due date:	Task notification date:
Contact made with Front Office on day of task: (School use only) Yes / No	

Student or Parent/Carer Statement (Please tick the appropriate option)

- ☐ I was unable to attempt the assessment task on the scheduled date due to illness/misadventure
- ☐ I did not submit the assessment task on the scheduled date due to illness/misadventure
- ☐ I believe my performance in the assessment task was impacted due to illness/misadventure
- ☐ I have a planned absence due to school business (e.g. sport, excursion, work experience etc.)
- ☐ I have a planned absence due to personal reasons (e.g. orthodontic appointment, driving test etc.)

Student or Parent/Carer Explanation

Medical certificate attached

I hereby request: An extension A mark estimate No penalty for late submission

Student signature: _____

Date: _____

Parent/carers signature: _____

Date: _____

Classroom Teacher Comment

I have noted the appeal request and have made the following recommendation:

Classroom Teacher signature: _____ Date: _____

Head Teacher to complete

Based on the above details, action to be taken:

Work to be accepted as is

Estimate based on other tasks

Alternative task to be completed

Sit task for practice/outcomes

Mark to be considered in light of other tasks

Non-attempt to be recorded ('N' Determination warning process to be followed)

Zero marks to be recorded

Extension of due date

Other

Head Teacher signature: _____ Date: _____

Classroom teacher is to store the completed form with the Assessment Task Register.

Students are to be immediately notified by the classroom teacher of the outcome of this appeal. If students have any questions, they are free to discuss their concerns with the faculty Head Teacher.

Referencing

At Great Lakes College Tuncurry Campus, it is expected that you show references to demonstrate that you have researched and considered other people's intellectual property when completing assignments and assessments.

It also prevents plagiarism, which is where you use someone else's thoughts, words, ideas or images as if they were your own. It is technically stealing and can lead to an automatic failure in your assessment.

What is the difference between a Bibliography and a List of References?

A bibliography is a full list of all the reading and research sources you used, including background reading, to do your assignment.

A list of references has only the sources you have acknowledged in the text or images of your assignment.

What doesn't require referencing?

General knowledge does not need to be referenced, for example:

Canberra is the capital of Australia.

Also, any images, tables or photographs that you produced yourself.

What does require referencing?

If you use information in your assessment that has been discovered, proven, produced or published by someone else then you are using their intellectual property. As a student, you must acknowledge this. This is called "attribution" and often appears as a statement showing the source of your information or image.

When are quotes used?

Quotes are used as either direct quotes (word-for-word) or as indirect quotes (paraphrased into your own words). They must be referenced to acknowledge where they came from, in other words the source.

Indirect quotes - For example:

Shop-bought food is the second highest cause of climate pollution after coal-fired power stations in Australia (Mobbs, 2012).

Mobbs (2012) argues that growing our own food can be one of the single most valuable things to sustain our resources.

Direct quotes - (notice that the font has changed to italics and the text is indented from the margin to indicate the quote being used is the exact text. For example:

Even a casual reading of history shows that under the right circumstances any one, or any combination of political turmoil, climatic extremes, or resource abuse can bring down a society. (Mobbs, 2012, p 225).

How do you reference images?

Just like the intellectual property of text, words and ideas, you must also acknowledge if you use images, artworks, graphs or tables. This is done at the point where you use them. For example:

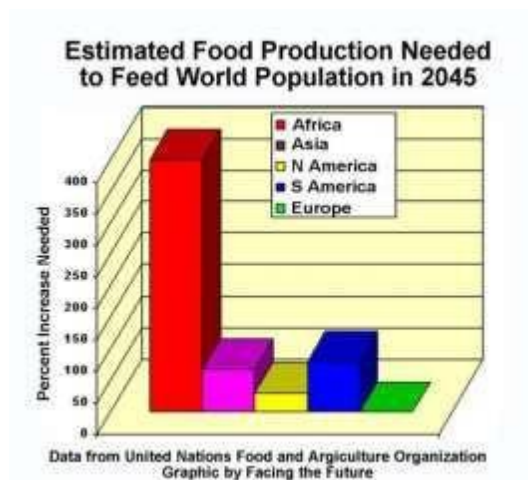


Table showing food production needed by 2045: (United Nations Food and Agriculture Organisation, 2015)



Drawing of sustainable food (*Four reasons to eat sustainable food*, 2014)



An image of sustainable food. (Sustainability, 2015)

When do you start your reference list?

The easiest way is to start the moment you begin your research. This will save you time and effort at the end of your assignment. As soon as you find a source, list the details that you need for the bibliography. There are tools in Word to assist with this. It would look something like this.

BIBLIOGRAPHY

BOOKS

Mobbs, M. (2012). *Sustainable food*. Sydney: Choice Books.

INTERNET

Four reasons to eat sustainable food. (2014). Retrieved October 13, 2015, from Ten Rivers Foodweb: <https://www.facingthefuture.org>

Sustainable food. (2015, May). Retrieved October 13, 2015, from Sustainability: <http://www.uq.edu.au/sustainability/sustainable-food>

Sustainability. (2015, July). Retrieved October 23, 2015, from Wikipedia: <https://en.wikipedia.org/wiki/Sustainability>

United Nations Food and Agriculture Organisation. (2015, April). Facing the future. Retrieved October 13, 2015, from Global sustainability curriculum: <https://www.facingthefuture.org/Portals/0/Images/Trends/foodneeded.jpg>

Subject Assessment Schedules

ENGLISH

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Book Review	Term 1, Week 9	35%	EN4-RVL-01 EN4-URA-01 E N4-URB-01 EN4-ECB-01
Task 2	Poetry Platter <ul style="list-style-type: none"> • Skills Test • Portfolio 	Term 2, Week 5	10%	EN4-ECA-01 EN4-ECB-01 EN4-URB-01
		Term 2, Week 10	25%	EN4-RVL-01

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 3	Film Portfolio	Term 3, Week 8	30%	EN4-ECA-01 EN4-URA-01 EN4-URB-01 EN4-RVL-01 EN4-URC-01

COURSE OUTCOMES

Outcome	Description
EN4-1A	Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
	effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies



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Geography

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Research Task	Term 3 Week 10	60%	GE4-1 GE4-4 GE4-7 GE4-8
Task 2	Examination	Term 4 Week 6	40%	GE4-1 GE4-4 GE4-6 GE4-8

COURSE OUTCOMES

OUTCOME	DESCRIPTION
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

History

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Research Task	Term 1 Week 10 - Tuesday	60%	HT4-2 HT4-3 HT4-9 HT4-10
Task 2	Examination	Term 2 Week 5	40%	HT4-1 HT4-3 HT4-6 HT4-8

COURSE OUTCOMES

OUTCOME	DESCRIPTION
HT4-1	Describes the nature of history and archaeology and explains their contribution to an understanding of the past
HT4-2	Describes major periods of historical time and sequences events, people and societies from the past
HT4-3	Describes and assesses the motives and actions of past individuals and groups in the context of past societies
HT4-4	Describes and explains the causes and effects of events and developments of past societies over time
HT4-5	Identifies the meaning, purpose and context of historical sources
HT4-6	Uses evidence from sources to support historical narratives and explanations
HT4-7	Identifies and describes different contexts, perspectives and interpretations of the past
HT4-8	Locates, selects and organises information from sources to develop an historical inquiry
HT4-9	Uses a range of historical terms and concepts when communicating an understanding of the past
HT4-10	Selects and uses appropriate oral, written, visual and digital forms to communicate about the past

Japanese

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Greeting and Introductions Examination	Term 1 Week 11	25%	LJA4-9U LJA4-3C LJA4-5U
Task 2	Japanese Script Examination	Term 2 Week 3	25%	LJA4-6U LJA4-2C

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 3	Anime Character Profile Task	Term 3 Week 9	25%	LJA4-4C LJA4-6U
Task 4	Test	Term 4 Week 3	25%	LJA4-2C LJA4-3C

COURSE OUTCOMES

OUTCOME	DESCRIPTION
LJA4-2C	Identifies main ideas in, and obtains information from texts
LJA4-3C	Organises and responds to information and ideas in text 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
LJA4-9U	Identifies that language use reflects cultural ideas, values and beliefs

Mathematics

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Project	Term 1 Week 11	25%	MA4-PRO-C01 MA4-DAT-C01
Task 2	Exam	Term 2 Week 5	25%	MA4-PRO-C01 MA4-DAT-C-01 MA4-INT-C01 MA4-FRC-C01

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 3	Test	Term 3 Week 7	25%	MA4-INT-C01 MA4-FRC-C01 MA4-ALG-C01
Task 4	Exam	Term 4 Weeks 6	25%	MA4-INT-C01 MA4-FRC-C01 MA4-ALG-C01 MA4-GEO-C01 MA4-LEN-C01 MA4-ARE-C01

COURSE OUTCOMES

OUTCOME	DESCRIPTION
MAO-WM-01	Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.
MA4-INT-C-01	Compares, orders and calculates with integers to solve problems.
MA4-FRC-C01	Represents and operates with fractions, decimals and percentages to solve problems.
MA4-ALG-C01	Generalises number properties to operate with algebraic expressions including expansion and factorisation.
MA4-GEO-C01	Identifies and applies the properties of triangles and quadrilaterals to solve problems.
MA4-LEN-C01	Applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems.
MA4-PRO-C01	Solves problems involving the probabilities of simple chance experiments.
MA4-DAT-C01	Classifies and displays data using a variety of graphical representations.
MA4-ARE-C01	Applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems

Music

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Group Performance Composition	Term 2 Weeks 1-2	25%	4.3 4.4
Task 2	Aural and Written Examination	Term 2 Week 5	20%	4.7 4.9

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 3	Performance/Composition	Term 3 Week 6	35%	4.1 4.2 4.5
Task 4	Research/Analysis	Term 4 Week 2	20%	4.8

COURSE OUTCOMES

OUTCOME	DESCRIPTION
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

PDHPE

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	This Is Me / Risky Business	Term 2 Week 2	25%	PD4 – 1 PD4 – 2 PD4 – 3 PD4 – 9
Task 2	Practical Tasks: Fundamental Movement Skills and Athletics	Ongoing completed Term 2 Week 5	25%	PD4 – 4

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 3	Practical Tasks: Net Games and Striking Games	Ongoing completed Term 4 Week 4	25%	PD4 – 6 PD4 – 7
Task 4	All About Health and Safety Saves Examination	Term 4 Week 6	25%	PD4 – 2 PD4 – 3 PD4 – 6 PD4 – 7

COURSE OUTCOMES

OUTCOME	DESCRIPTION
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

Science

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Research Task	Term 1 Week 5	25%	SC4-1VA, SC4-9WS
Task 2	Mid Year Exam	Term 2 Week 5	25%	SC4-14LW, SC4-16CW

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 3	Parachutes	Term 3 Week 5	25%	SC4-10PW, SC4-5WS
Task 4	Semester 2 Examination	Term 4 Week 6	25%	SC4-14LW, SC4-17CW, SC4-13ES

COURSE OUTCOMES

OUTCOME	DESCRIPTION
SC4-1VA	Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC4-9WS	Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations.
SC4-14LW	Relates the structure and function of living things to their classification, survival and reproduction.
SC4-16CW	Describes the observed properties and behaviours of matter, using scientific models and theories about the motion and arrangement of particles.
SC4-10PW	Describes the action of unbalanced forces in everyday situations.
SC4-5WS	Collaboratively and individually produces a plan to investigate questions and problems.
SC4-14LW	Relates the structure and function of living things to their classification, survival and reproduction.

SC4-17CW	Explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life.
SC4-13ES	Explains how advances in scientific understanding of processes that occur within and on Earth, influence the choices people make about resource use and management.

TAS – Technology Mandatory Digital Technology

Students study two semester long context areas, developing practical and theory tasks in each area.

During the two-year Stage 4 course students will study between the areas of Food, Textiles, Wood, Metals, Plastics, Agriculture and Computing. During the digital Technologies semester students will be assessed on the below.

SEMESTER 1 or 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	In class task, project. Comic strips	Term 1 or 3 Week 7	40%	TE4-1DP TE4-2DP TE4-3DP TE4-4DP TE4-7DI TE4-10TS
Task 2	In class task, project, and folio. App development	Term 2 or 4 Week 6	60%	TE4-1DP TE4-2DP TE4-3DP TE4-4DP TE4-7DI TE4-10TS

COURSE OUTCOMES

OUTCOME	DESCRIPTION
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

TAS - Technology Mandatory Food and Agriculture Technologies

Students study two semester long context areas, developing practical and theory tasks in each area.

During the two-year Stage 4 course students will study between the areas of Food, Textiles, Wood, Metals, Plastics, Agriculture and Computing. During the food and agriculture technologies semester students will be assessed on the below.

SEMESTER 1 or 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	In class task, project work and folio Self-watering planter, plant care tag and fresh food product development	Term 2 or 4 Week 6	100%	TE4-1DP TE4-2DP TE4-3DP TE4-5AG TE4-6FO

COURSE OUTCOMES

OUTCOME	DESCRIPTION
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

TAS - Technology Mandatory Materials Technology and Engineering

Students study two semester long context areas, developing practical and theory tasks in each area.

During the two-year Stage 4 course students will study between the areas of Food, Textiles, Wood, Metals, Plastics, Agriculture and Computing. During the food and agriculture technologies semester students will be assessed on the below.

SEMESTER 1 or 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	In class task. Project 1: Engineering project	Term 1 or 3 Week 7	40%	TE4-1DP TE4-2DP TE4-3DP TE4-8EN TE4-9MA TE4-10TS
Task 2	In class task. Project 2: Toymaker project and folio	Term 2 or 4 Week 6	60%	TE4-1DP TE4-2DP TE4-3DP TE4-8EN TE4-9MA

COURSE OUTCOMES

OUTCOME	DESCRIPTION
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

TAS - Technology Mandatory Materials Technology Textiles and Engineering

Students study two semester long context areas, developing practical and theory tasks in each area.

During the two-year Stage 4 course students will study between the areas of Food, Textiles, Wood, Metals, Plastics, Agriculture and Computing. During the food and agriculture technologies semester students will be assessed on the below.

SEMESTER 1 or 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Take home research task context specific	Term 1 or 3 Week 9	30%	TE4-1DP TE4-2DP TE4-3DP TE4-5AG TE4-9MA
Task 2	In class task, Agent Tx project and folio booklet	Term 2 or 4 Week 6	70%	TE4-1DP TE4-2DP TE4-3DP TE4-5AG TE4-9MA

COURSE OUTCOMES

OUTCOME	DESCRIPTION
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