

# GREAT LAKES COLLEGE

*One College  
Three Campuses  
Unlimited Opportunities*

PRINCIPAL: Ms Sally Chad  
DEPUTY PRINCIPAL: Mr Paul Rosenbaum  
DEPUTY PRINCIPAL: Mr Vincent Jensen

## Tuncurry Campus

# Assessment Schedule

Year 7  
2020

*Assessment Policy for Students and their Families*

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# 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 College Core Expectations – Respect, Personal Best, 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 which 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. You will complete the examination as arranged by staff.

## Assessment and Reporting Guide

When a student enters Year 7, they start working towards gaining a NESA credential which is achieved at the end of Year 10. To be awarded a full credential at the end of Year 10, a student must satisfactorily complete all mandatory courses and elective courses throughout the four years.

NESA states that:

A student is considered to have satisfactorily completed a course if they have:

- Followed the course developed by NESA;
- Applied themselves with diligence and sustained effort to the tasks and experiences offered;
- And, achieved some or all of the course outcomes.

**This means a student attends lessons, completes all set class tasks and assessments and makes a genuine attempt to learn the course material and satisfactorily complete a course.**

### SCHOOL ASSESSMENTS AND ACADEMIC REPORTING

Student achievement is assessed throughout all the courses in Year 7 to 10, but 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. The student's performance on the achievement of the outcomes for each course is what is important. Teachers have many different ways of measuring and assessing the achievement of outcomes.

### SCHOOL ASSESSMENTS AND ACADEMIC REPORTING

Student achievement is assessed throughout all the courses in Year 7 to 10, but the Year 10 credential (known as the Record of School Achievement or RoSA) is based on a student's achievement in Year 10 only. 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. The student's performance on the achievement of the outcomes for each course is what is important. Teachers have many different ways of measuring and assessing the achievement of outcomes.

- These methods may include: class observations
- Completion of homework
- Book reviews
- Topic tests/class tests
- Excursion reports
- Practical projects
- Speaking tasks
- Research assignments
- Experiments
- Formal examinations

### Reporting

Students will receive reports 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.

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

# What are 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.

Assessment Tasks and/or coursework 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
<b>A</b>	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>B</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.
<b>C</b>	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.
<b>D</b>	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.
<b>E</b>	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 for example speaking, listening, reading and writing will be included in assessment programs to provide students with varied opportunities to demonstrate achievement of outcomes.

# Procedures

## Tasks

A maximum of five assessment tasks may be scheduled per course in a year. This may include both Semester 1 and 2 Examinations. An assessment task may include more than one component.

Tasks are carefully timetabled to avoid student overload. A course assessment outline will be provided to students at the commencement of each calendar year.

## Notice to students

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

A moratorium on assessment tasks and excursions will be set during the week prior to semester examinations. Special exemptions will be at the campus Principal's discretion.

A common proforma on gold paper will be used indicating: date of the task, value of the task, required equipment, syllabus areas covered in the task, outcomes/objectives to be assessed and marking criteria.

Notice of upcoming tasks will be given to students two weeks before the assessment due date.

## Absence on date of task

If a student is absent on the day or part day that a task is to be completed or submitted, the following procedure must be followed:

1. For known absences prior to the task, students are responsible for making arrangements with their teacher to submit or sit the task prior to their absence. This includes school representation. Where applicable, students may make other arrangements with their teacher with regards to submitting tasks. An Illness and Misadventure form is to be submitted prior to the student's absence.
2. For unforeseen absences, on the morning of the task, parent/caregiver must contact the Tuncurry Campus office on 6555 0500 and leave a message for the relevant Head Teacher.
3. The student must be prepared to complete the task in the first lesson, or hand in the task on the first day of return to school.
4. The student must collect an Illness and Misadventure form on the first day of returning to school and it is to be submitted to the relevant classroom teacher within two days of return to school. Completion of the form does not guarantee that no penalties will apply. Reasons provided on the form must be deemed valid with supporting evidence where appropriate and be approved by the relevant Head Teacher.

If the task is handed in, or completed one day after the due date, then 50% of the achieved marks will be deducted. If a task is handed in or completed more than one day after the due date then a zero mark will be recorded for the task.

The task must still be completed for assessment and to meet NESA requirements.

# Requests for an extension of time on a take home task

Requests for an extension because of illness or other extenuating circumstances must be made before the due date by submitting an Illness and Misadventure Extension form to the relevant classroom teacher. Such requests will be considered by the classroom 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 classroom teacher their progress on the task to demonstrate that they have made a genuine attempt prior to the request for extension.

## **Illness and Misadventure**

If a student believes that his/her performance in an assessment task or test or examination was affected by illness on the day, then the student should notify the class teacher of this fact prior to or immediately following the completion of the task. A medical certificate may be required to support the student's case. The student submits an Illness and Misadventure form. These are available from the Head Teacher, Class room Teacher and Year Adviser.

**Students should note that the loss of work through technological malfunction does not constitute a valid reason for misadventure.** Students need to make provisions for such occurrences by using school computers and printers to prepare assessment tasks; save new work regularly to a USB drive; regularly print work; keep a backup of all work; submit the USB; or keep a copy of the rough draft.

## **Non-serious attempts**

Students are obliged to make a serious and genuine attempt at all assessment tasks and examinations. If, in the teacher's professional judgment, a student has not made a genuine attempt, a zero mark will be recorded and the student may be required to redo the task or complete an alternative task.

## **Malpractice**

All students must be aware that assessment tasks have to be their own work. In cases of proven dishonesty (e.g. copying in examinations, copying other student's project/work) a zero mark will be recorded and the student will be required to redo the task.

## **Copyright**

The Copyright Act covers not only writings but digital images, architectural design, the graphic arts, motion pictures and sound recordings. This material is someone else's intellectual property and students must acknowledge sources when any other persons work is copied. Students must use quotation marks when the work is clearly identifiable as not your own work. Students should include a bibliography at the end of all assignments.

## **Plagiarism**

The school and NESAs take the issue of plagiarism very seriously. Students who use other people's work as their own, without acknowledging the source material (website, book etc) will receive: for Stage 4 the penalty is 50% of the available marks as a deduction; for Stage 5 the penalty is zero for the plagiarised work. Students will be required to resubmit the task. Plagiarism includes copying and pasting from the internet and claiming that work as your own. 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.

## Failure to Submit Tasks/Failure to make a Serious Attempt

Teachers/Head Teachers are required to inform parents when students have failed to make a serious attempt or submit tasks and warn students that they are in danger of not meeting course requirements.

If at any time students are at risk of not meeting their responsibilities in any course, written contact will be made with parents or caregivers in the form of a KLA Concern letter. Specifically, contact will be made when a student fails to:

- **Follow** the course developed or endorsed by NESAs; or
- **Apply** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; or
- **Achieve** some or all of the course outcomes.

This may be for:

- Failing to apply themselves with diligence and sustained effort to the set tasks e.g. non-completion of assessment tasks, classwork or home work
- Non-completion of course requirement due to attendance, falling below 85% of programmed lesson time
- Non-completion of course requirements due to poor effort or misbehaviour

Students in Stage 4 will be sent a KLA Concern letter when they have not completed coursework or an assignment. Phone contact and interviews with parents/caregivers may also be arranged.

### Student appeals

Any request for a review of a mark awarded for any assessment task must be made at the time that the work and the mark are returned to the student. Students must direct all enquiries to the classroom teacher. Final decisions about appeals will be made by the relevant Head Teacher.

### Redeeming a Task

Students are expected to redeem any course work concerns which are raised by their 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 classroom 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.



## Provisions for Students with Special Needs

The Learning and Support team will work together to identify students who should apply for Special Provisions from NESAs.

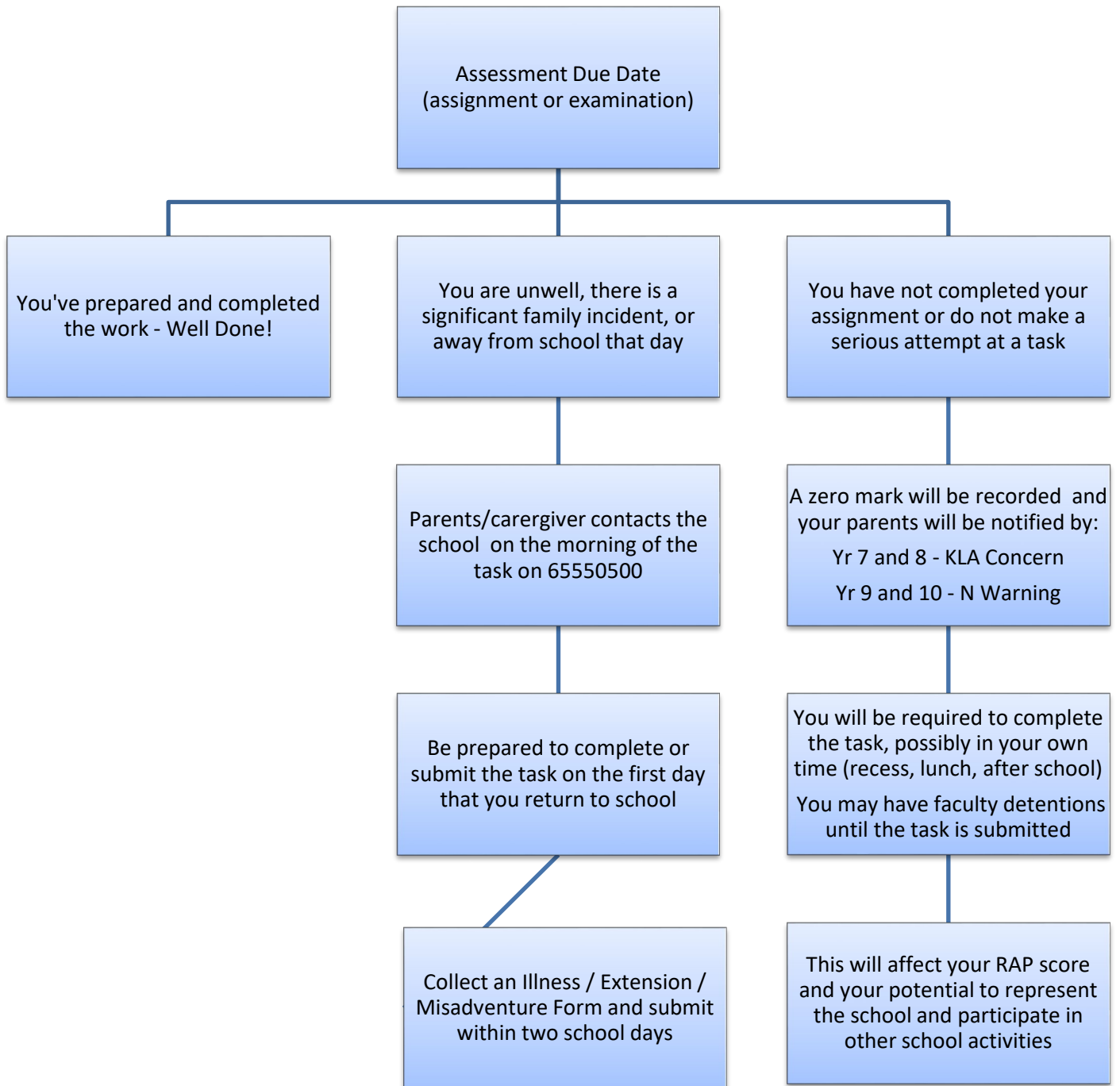
Special provisions may be available for school tests including oral/aural examinations. NESAs may approve special provisions if a student has a disability which would, in a normal examination situation, prevent that student from:

- 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.

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

# Assessment Guideline Flowchart



**Great Lakes College Tuncurry Campus**  
Illness and Misadventure Form  
**Illness/Misadventure/Extension**

**TEACHER USE ONLY**

DATE COLLECTED: \_\_ / \_\_ / \_\_

DATE RETURNED: \_\_ / \_\_ / \_\_

Our campus assessment policy aims to support and encourage students to take responsibility for completing and submitting tasks on time. The purpose of this form is to provide parents/caregiver 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 policy for further details.

**Student section to complete and return within two school days**

Student name: \_\_\_\_\_ Subject: \_\_\_\_\_

Task: \_\_\_\_\_ Due date of task: \_\_\_\_\_

Please tick the reason for your application

Illness

Misadventure

Extension

Explain the reason you are making this application.

Doctor's certificate attached

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I hereby request:  New extension date: \_\_\_\_\_  Mark estimate  No penalty for late submission/completion

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/caregiver signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Classroom teacher to complete**

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

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Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Head Teacher to complete**

Based on the above details this application has been  Approved  Not Approved

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Head Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Referencing

At 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.

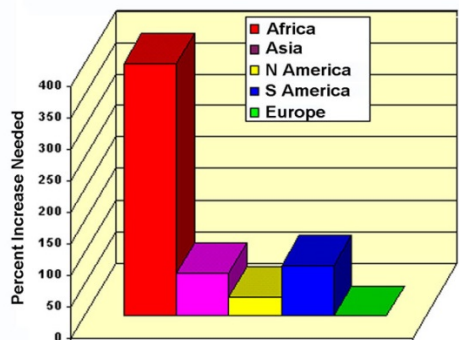
Direct quotes - (notice that the font has changed to italics and the text is indented from the margin to indicate the quote being used is the exact text. For example:

*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?

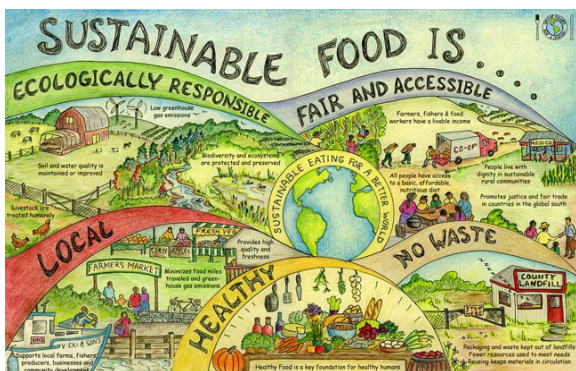
Just like the intellectual property of text, words and ideas, you must also acknowledge if you use images, artworks, graphs or tables. This is done at the point where you use them. For example:

**Estimated Food Production Needed to Feed World Population in 2045**



Data from United Nations Food and Agriculture Organization  
Graphic by Facing the Future

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>

# Assessment Schedule Year 7 2020

## English

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Book Review	Term 1 Week 9	20%	EN4-1A, EN4-EB, EN4-5C
Task 2	Poetry Platter	Term 2 Week 5 & 10	25%	EN4-2A, EN4-3B, EN4-4B, EN4-5C, EN4-9E

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Differentiated Task	Term 3 Week 7	25%	EN4-4B, EN4-5C, EN4-7D, EN4-8D
Task 2	Semester 2 Examination	Term 4 Week 4	30%	EN4-1A, EN4-3B, EN4-4B, EN4-5C

## COURSE OUTCOMES

Objective	DESCRIPTION
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

# Geography

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Skills Assessment	Term 1 Week 8	30%	4-7
Task 2	Place and Liveability Task	Term 2 Week 3	40%	4-1, 4-4, 4-7, 4-8
Task 3	Assessment for Learning Online	Ongoing	30%	4-1, 4-4, 4-6, 4-8

SEMESTER 2				
Year 7	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Skills Assessment	Term 3 Week 7	30%	4-7
Task 2	Place and Liveability Task	Term 4 Week 3	40%	4-1, 4-4, 4-7, 4-8
Task 3	Assessment for Learning Online	Ongoing	30%	4-1, 4-4, 4-6, 4-8

## COURSE OUTCOMES

OUTCOME	DESCRIPTION
GE4-1	Locates and describes the diverse features and characteristics of a range of places and environments
GE4-4	Examines perspectives of people and organisations on a range of geographical issues
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	Skills Test on Investigating the Ancient Past	Term 1 Week 6	30%	1, 2
Task 2	Research Task: Ancient Rome	Term 2 Week 2	40%	6, 7, 8, 9, 10
Task 3	Semester 1 Examination	Term 2 Week 5	30%	3, 4, 5, 6

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Skills Test on Investigating the Ancient Past	Term 3 Week 5	30%	1, 2
Task 2	Research Task: Ancient Rome	Term 4 Week 2	40%	6, 7, 8, 9, 10
Task 3	Semester 2 Examination	Term 4 Week 5	30%	3, 4, 5, 6

## 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	Introducing myself and greeting people	Term 1 Week 4	10%	LJA4-9U LJA4-5U
Task 2	Greetings and Introductions Test	Term 1 Week 9	20%	LJA4-2C LJA4-9U LJA4-3C
Task 3	Japanese Script Test	Term 2 Week 2	20%	LJA4-6U LJA4-2C

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Comic Strip	Term 3 Week 1	10%	LJA4-4C LJA4-6U
Task 2	Profile	Term 3 Week 9	20%	LJA4-4C LJA4-6U
Task 3	Survey	Term 4 Week 2	20%	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	Test	Term 1	10%	1
		Week 7		2
Task 2	Semester 1 Exam	Term 2 Week 5	25%	1
				2
				3
				4
				5

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Test	Term 3	20%	6
		Week 5		7
				8
Task 2	Project	Term 3	20%	9
		Week 7-10		10
Task 3	Semester 2 Exam	Term 4 Week 5	25%	8
				9
				10
				11

## COURSE OUTCOMES

OUTCOME	DESCRIPTION
1	Integers
2	Time
3	Fractions, Decimals and Percentages 1
4	Probability
5	Angle Relationships
6	Fractions, Decimals and Percentages 2
7	Algebraic Techniques
8	Equations
9	Length, Perimeter, Area
10	Pythagoras' Theorem
11	Data Collection and Representation
12	Properties of Geometrical Figures
13	Linear Relationships

# Music

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Composition and Performance (small group)	Term 1 Week 10-11	30%	4.3
Task 2	Aural & Written Examination	Term 2 Week 5	20%	4.7, 4.9

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Composition / Performance	Term 3 Week 9-10	30%	4.1, 4.2, 4.5
Task 2	Research and Analysis Task	Term 4 Week 1-2	20%	4.8, 4.10

## COURSE OUTCOMES

OUTCOME	DESCRIPTION
4.1	Demonstrates an understanding of music through performing in a range of musical styles
4.2	Performs music using different forms of notation and technology
4.3	Performs music with an awareness of solo and/or group skills
4.4	Demonstrates an understanding of music through composition activities
4.5	Notates compositions using traditional and/or non-traditional notation
4.6	Experiments with technology in composition activities
4.7	Demonstrates an understanding of music through listening activities
4.8	Aurally identifies and discusses features of music in a range of styles
4.9	Demonstrates musical literacy through score reading
4.10	Identifies the use of technology in the music studied
4.11	Demonstrates an appreciation, tolerance and respect for the music studied
4.12	Demonstrates a confidence and willingness to participate in all musical activities

# PDHPE

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	This is me	Term 1 Week 9	25%	PD4- 1 PD4- 2 PD4- 3
Task 2	Practical Tasks: Invasion Games, Net games	Ongoing, but completed Term 2 Week 1	50%	PD4- 4
Task 3	All about health	Term 2 Week 5	25%	PD4- 6 PD4- 7

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 2	Risky Business	Term 3 Week 6	25%	PD4- 9
Task 1	Practical Tasks: Composition and Performance, Striking Games	Ongoing, but completed Term 3 Week 10	50%	PD4- 11
Task 3	Safety Saves	Term 4 Week 5	25%	PD4- 2 PD4- 3 PD4- 10

## 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	Student Research Project	Term 1 Week 9	20%	SC4-5WS SC4-4WS
Task 2	Semester 1 Examination	Term 2 Week 5	30%	SC4-PW1 SC4-7WS

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Skills and process test	Term 3 Week 9	20%	SC4-6WS
Task 2	Semester 2 Examination	Term 4 Week 5	30%	SC4-CW1 SC4-LW2 SC4-ES1

## COURSE OUTCOMES

OUTCOME	DESCRIPTION
SC4-5WS	Collaboratively and individually produces a plan to investigate questions and problems
SC4-4WS	Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SC4- PW1	Identifies the differences between balanced and unbalanced forces, and between contact and non-contact forces, acting on an object
SC4-7WS	Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
SC4-6WS	Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
SC4-CW1	The properties of the different states of matter can be explained in terms of the motion and arrangement of particles.
SC4-LW2	Cells are the basic units of living things and have specialised structures and functions.
SC4-ES1	Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales.

# TAS- Technology Mandatory

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.

SEMESTER 1					
	Task Description	Scheduled For	Weighting	Outcomes Assessed	
<b>Task 1 Research task Minor Design Project</b>	Take home research task context specific	Term 1 Week 6	20%	TE4-1DP TE4-5AG TE4-6FO TE4-7DI	TE4-8EN TE4-9MA TE4-10TS
<b>Task 2 Major Design Project 1</b>	In class task, project and folio	Term 2 Week 6	40%	TE4-1DP TE4-2DP TE4-3DP TE4-4DP TE4-5AG	TE4-6FO TE4-7DI TE4-8EN TE4-9MA

SEMESTER 2					
	Task Description	Scheduled For	Weighting	Outcomes Assessed	
<b>Task 1 Research task Minor Design Project</b>	Take home research task context specific	Term 3 Week 6	20%	TE4-1DP TE4-5AG TE4-6FO TE4-7DI	TE4-8EN TE4-9MA TE4-10TS
<b>Task 2 Major Design Project 2</b>	In class task, project and folio	Term 4 Week 6	40%	TE4-1DP TE4-2DP TE4-3DP TE4-4DP TE4-5AG	TE4-6FO TE4-7DI 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

## YEAR 7 Assessment Matrix 2020 – Semester 1

Term 1											
Year	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
7				Japanese		History TAS - Technology Mandatory	Mathematics	Geography	English Japanese PDHPE Science	Music	Music

Term 2										
Year	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
7	PDHPE	History Japanese Music	Geography	English	English History Mathematics Music PDHPE Science	TAS – Technology Mandatory				English



## YEAR 7 Assessment Matrix 2020 – Semester 2

Term 3										
Year	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
7	Japanese		English		Mathematics	History PDHPE TAS – Technology Mandatory	English Geography Mathematics	Mathematics	Japanese Mathematics Science Music	Mathematics PDHPE Music

Term 4										
Year	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
7	Music	History Japanese Music	Geography	English	English History Mathematics PDHPE Science	TAS – Technology Mandatory				