



# Stage 4 Year 7 & 8 Assessment 2024

RESPECT, RESPONSIBILITY, DO YOUR BEST

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## **Introduction**

The purpose of assessing students is to identify what students know and do not know and to diagnose strengths and weaknesses so that appropriate teaching/learning strategies can be put in place.

In order to receive a Record of School Achievement, students must have satisfactorily met the requirements in courses of: English, Mathematics, Science, HSIE (Australian History, Australian Geography), PDHPE, Visual Arts, Music, Technology, LOTE (Japanese at Tenterfield High School) and at least one elective subject in Years 7-10.

An assessment task is a task that has been designed to assess the knowledge and skills developed over the course of a series of lessons or activities. Assessment tasks must be handed out to students with at least 10 school days notice before the due date. If students are absent on the day an assessment task is handed out, it is their responsibility to find out what they have missed. An assessment task is used to determine a student's grade on either the half yearly or yearly report. Other tasks completed in class are a part of the everyday teaching and learning process and generally assist students to successfully complete the assessment task. All assessments must be attempted in a serious manner.

### **What if I am at school and do not submit my assessment task on the due date?**

You will receive a zero mark until a written explanation is received from your parents/carers (within 48 hours). The Head Teacher & subject teacher to discuss. Any assessment task that is not submitted will affect the final grade on your report.

### **What if I am absent from school when I have to submit an assessment task?**

You will receive a zero mark until the following has occurred:  
A written explanation from your parents/carers is received (within 48 hours) of returning to school. The assessment task is submitted to the teacher with the explanation form. The Head Teacher & subject teacher to discuss.

### **What if I miss an in-class assessment task because I am absent from school?**

You will receive a zero mark until the following has occurred:  
A written explanation is received from your parents/carers (within 48 hours).  
The assessment task has been completed or an arrangement has been made with the subject Head Teacher. Head Teacher may have to estimate the mark when the absence has been long term.

### **What if I know I will be absent for an assessment task?**

See your teacher **before** you are away to make arrangements for completing the task.

### **What if I do not follow the correct procedures?**

You will initially receive a zero result until the above procedures have been met.

### **Can I apply for an extension?**

Yes. You need to see your teacher and explain the circumstances. The classroom teacher will consult with the subject Head Teacher. You should have a written explanation from your parents/carers. You need to negotiate the possibility of an extension well **before** the due date.

### **Can I make an appeal?**

You can collect an Appeal form from the Deputy Principal.

Complete the form and return it to the Deputy Principal the next day.

The Deputy Principal will make a decision with another Head Teacher regarding the final outcome. A final appeal can be made to the Principal.

### **Other Information**

Students must receive a minimum of 10 school days notification of an assessment task.

Assessment tasks must be identified in the information given to students.

The criteria on which the assessment task will be marked is to be provided to the students.

A marking scale will be provided (marks or grades).

Mid-Course Assessment will be held in Term 2 for Years 7-10

Yearly Examinations will be held in Term 4 for Years 7-10

Examinations will be held in either the MPU or student classrooms – as advised on the timetable for the examinations. Not all subjects have examinations (especially electives and practical subjects).

Examinations will be on average 50 minutes in length but may vary.

Where required examinations may be split over two lessons in separate sections.

The 'Explanation of Absence From an Assessment Task Form' is available from Head Teachers or the Front Office (during recess or lunch time).

Plagiarism is the illegal use of, copying (from book, internet or other source) with or without permission, stealing of intellectual property, breach of copyright. This will result in the person submitting the copied work receiving zero marks. If a student allows another person to copy all or part of their original work, they will receive half the awarded mark for the task.

**EXPLANATION OF ABSENCE FROM AN ASSESSMENT TASK FORM**

(for all course in-class assessment tasks)

**In-Class Assessment Tasks - Take this form to the subject Head Teacher**

Note: failure to fully complete this form or provide necessary detail and supporting documentation will result in an application being declined.

Student's name: \_\_\_\_\_

Date: \_\_\_\_\_

Course name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date of assessment task: \_\_\_\_\_

Assessment task details – attach a copy of the assessment notification to this form

Explain the reason for absence from the assessment task:

(evidence should be attached to this form)

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Student's signature: \_\_\_\_\_

Parent's signature: \_\_\_\_\_

**Take this form to the subject Head Teacher**

**For Office Use Only**

Was this Assessment Task rescheduled?       Yes       No

Subject Head Teacher Decision: \_\_\_\_\_

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Date: \_\_\_\_\_

Date student informed: \_\_\_\_\_

## ILLNESS OR MISADVENTURE FORM

A student who believes that circumstances occurring immediately prior to or on the day of an assessment task and which were beyond their control, leading to a possible diminished result in the task, should complete this form and give it to the subject Head Teacher

In dealing with illness/misadventure there can be no consideration for:

- Difficulties in preparation or general loss of preparation time
- Alleged deficiencies in teaching
- Loss of study time or facilities prior to the formal assessment
- Misreading of the timetable or examination instructions
- Long term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination period
- Conditions for which you have been granted disability provisions, unless you experience further difficulties
- Attendance at a sporting or cultural event
- Matters that could have been avoided by the student.

Please see the subject Head Teacher for further information.

Note: failure to fully complete this form or provide necessary detail and supporting documentation will result in an application being declined.

**Student's name:** \_\_\_\_\_

**Assessment task affected:** \_\_\_\_\_ **Date of assessment task:** \_\_\_\_\_

Attach a copy of the assessment notification for an in-class assessment task

**Describe how the illness or misadventure you have suffered has affected your performance in the assessment task.** You must attach independent evidence of the illness or misadventure (Medical Certificate, School Counsellor report etc.)  
(If the space below is not adequate please use the reverse)

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**Was the task completed?**  Yes  No **If 'Yes' when did you sit it?** \_\_\_\_\_

**Did you notify a teacher that you were submitting an Illness /Misadventure Form immediately prior to, or during the task?**  Yes  No **If 'Yes' then who?** \_\_\_\_\_

**Student's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**For Office Use Only**

**Date submitted:** \_\_\_\_\_ **Received by:** \_\_\_\_\_

**Assessment Committee Decision:** \_\_\_\_\_

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Year 8

# YEAR 8 ASSESSMENT CALENDAR

WK	1	2	3	4	5	6	7	8	9	10	11
<b>TERM 1</b>						Music	English Mathematics Technology Mandatory	History Geography Science	Visual Arts	PD/H/PE	PD/H/PE
<b>TERM 2</b>				Mid-Course Assessments	Mid-Course Assessments		Technology Mandatory	Visual Arts			
<b>TERM 3</b>						Music	Technology Mandatory	English History Geography Mathematics	Visual Arts Science	PD/H/PE	
<b>TERM 4</b>				End of Course Assessments	End of Course Assessments	Mathematics	Technology Mandatory				



# English

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 7	TERM 2 WEEK 4/5	TERM 3 WEEK 8	TERM 4 WEEK 4/5
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Listening, Speaking & Representing	Writing	Listening, Reading & Writing	End of Course Examination
Outcomes to be assessed		EN4-1A, EN4-3B, EN4-4B, EN4-8D, EN4-9E	EN4-2A, EN4-5C, EN4-6C, EN4-7D	EN4-1A, EN4-3B, EN4-4B	EN4-6C, EN4-8D, EN4-9E
Identity – Film: Hunt for the Wilder People	<b>25%</b>	25			
A Truer History – Non-Fiction: Young Dark Emu	<b>25%</b>		25		
The Story continues – Drama: Fantastic Beasts, The Crimes of Grindelwald	<b>25%</b>			25	
May the Odds be ever in your favour? – Prose Fiction: The Hunger Games	<b>25%</b>				25
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## OUTCOMES

A student:

- EN4-1A. responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN4-2A. effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
- EN4-3B. uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
- EN4-4B. makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
- EN4-5C. thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
- EN4-6C. identifies and explains connections between and among texts
- EN4-7D. demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
- EN4-8D. identifies, considers and appreciates cultural expressions in texts
- EN4-9E. uses, reflects on and assesses their individual and collaborative skills for learning

# Mathematics

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 7	TERM 2 WEEK 5	TERM 3 WEEK 8	TERM 4 WEEK 5/6
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Assessment Test	Assessment Test	Assessment Test	Assessment Test
Outcomes to be assessed		MA4-12MG, MA4-13MG, MA4-14MG	MA4-8NA MA4-9NA	MA4-17MG MA4-18MG	MA4-19SP MA4-20SP
Algebraic Techniques and Indices	<b>25%</b>	25			
Measurement	<b>25%</b>		25		
Angle relationships and Properties of Geometrical Figures	<b>25%</b>			25	
Data collection, representation and analysis	<b>25%</b>				25
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## OUTCOMES

A student:

- MA4-4NA. Compares, orders and calculates with integers, applying a range of strategies to aid computation
- MA4-5NA. Operates with fractions, decimals and percentages
- MA4-6NA. Solves financial problems involving purchasing goods
- MA4-7NA. Operates with ratios and rates, and explores their graphical representation
- MA4-8NA. Generalises number properties to operate with algebraic expressions
- MA4-9NA. Operates with positive-integer and zero indices of numerical bases
- MA4-10NA. Uses algebraic techniques to solve simple linear and quadratic equations
- MA4-11NA. Creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
- MA4-12MG. Calculates the perimeters of plane shapes and the circumferences of circles
- MA4-13MG. Uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
- MA4-14MG. Uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
- MA4-15MG. Performs calculations of time that involve mixed units, and interprets time zones
- MA4-16MG. Applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
- MA4-17MG. Classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
- MA4-18MG. Identifies and uses angle relationships, including those related to transversals on sets of parallel lines
- MA4-19SP. Collects, represents and interprets single sets of data, using appropriate statistical displays
- MA4-20SP. Analyses single sets of data using measures of location, and range
- MA4-21SP. Represents probabilities of simple and compound events

# Science

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 8	TERM 2 WEEK 4/5	TERM 3 WEEK 9	TERM 4 WEEK 4/5
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Research Task	Mid-Course Examination	Depth Study	End of Course Examination
Outcomes to be assessed		SC4-14LW, SC4-15LW, SC4-9WS, SC4-4WS	SC4-14LW, SC4-15LW, SC4-17CW, SC4-10PW, SC4-11PW, SC4-7WS	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS	SC4-13ES, SC4-14LW, SC4-15LW, SC4-16CW, SC4-7WS, SC4-8WS
Knowledge and understanding	<b>30%</b>		10		20
Investigating and research	<b>25%</b>	15		10	
Communication	<b>10%</b>			10	
Interpreting data and problem solving	<b>35%</b>	10	10	10	5
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>25%</b>

## OUTCOMES

A student:

- SC4-1VA. Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
- SC4-2VA. Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
- SC4-3VA. Demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
- SC4-4WS. Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
- SC4-5WS. Collaboratively and individually produces a plan to investigate questions and problems
- SC4-6WS. Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
- SC4-7WS. Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
- SC4-8WS. Selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
- SC4-9WS. Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
- SC4-10PW. Describes the action of unbalanced forces in everyday situations
- SC4-11PW. Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
- SC4-12ES. Describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
- SC4-13ES. Explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
- SC4-14LW. Relates the structure and function of living things to their classification, survival and reproduction
- SC4-15LW. Explains how new biological evidence changes people's understanding of the world
- SC4-16CW. Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
- SC4-17CW. Explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

# Geography

COMPONENTS (SYLLABUS)	Rotation 1	TASK 1	TASK 2
		TERM 1 WEEK 8	TERM 2 WEEK 4/5
		Rotation 2	TERM 3 WEEK 8
	WEIGHTING	TYPE OF TASK	
		Geographical Report	Interview and Geographical Report
GE4-1, GE4-5, GE4-7, GE4-8		GE4-1, GE4-2, GE4-3, GE4-4, GE4-5, GE4-6	
Outcomes to be assessed			
Water in the World	50%	50	
Interconnections	50%		50
<b>Total</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>

## OUTCOMES

A student:

- GE4-1. Locates and describes the diverse features and characteristics of a range of places and environments
- GE4-2. Describes processes and influences that form and transform places and environments
- GE4-3. Explains how interactions and connections between people, places and environments result in change
- GE4-4. Examines perspectives of people and organisations on a range of geographical issues
- GE4-5. Discusses management of places and environments for their sustainability
- GE4-6. Explains difference 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

COMPONENTS (SYLLABUS)	Rotation 1	TASK 1	TASK 2
		TERM 1 WEEK 8	TERM 2 WEEK 4/5
	Rotation 2	TERM 3 WEEK 8	TERM 4 WEEK 4/5
	WEIGHTING <u>2</u>	TYPE OF TASK	TYPE OF TASK
		Multimedia Presentation	Sources Analysis
HT4-1, HT4-2, HT5-3, HT5-4		HT4-5, HT4-6, HT4-7, HT4-8, HT4-9, HT4-10	
Outcomes to be assessed			
Depth Study 4 – Western and Islamic World (including the Ancient to Modern World overview): The Vikings (c. AD 790 – c. 1066)	50%	50	
Depth Study 6 – Expanding Contacts: The Black Death in Asia, Europe and Africa	50%		50
<b>Total</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>

## OUTCOMES

A student:

- 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

# Personal Development, Health & Physical Education

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 10	TERM 1 WEEK 11	TERM 3 WEEK 10	TERM 4 WEEK 4
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Bullying Task	Practical Assessment	Practical Assessment	Yearly Examination
Outcomes to be assessed		PD4-1, PD4-2, PD4-3, PD4-6, PD4-9	PD4-4, PD4-5, PD4-8, PD4-10	PD4-4, PD4-5, PD4-8, PD4-11	PD4-1, PD4-2, PD4-3, PD4-6, PD4-7, PD4-8, PD4-9
Demonstrates knowledge and understanding of PDHPE concepts	<b>30%</b>	10			20
Applies knowledge and understanding of PDHPE concepts to life situations	<b>25%</b>	10			15
Demonstrates ability to perform skills in a game/movement situation	<b>45%</b>		15	30	
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>15%</b>	<b>30%</b>	<b>35%</b>

## OUTCOMES

A student:

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

# Technology Mandatory

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Ongoing Assessment	Ongoing Assessment	Ongoing Assessment	Ongoing Assessment
		WEEK 7	WEEK 7	WEEK 7	WEEK 7
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Programming Portfolio– Digital Technologies	Major Design Project – Agriculture and Food Technologies	Major Design Project – Engineering Systems	Major Design Project – Material Technologies
Outcomes to be assessed		TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS
Design and Production Skills	<b>60%</b>	15	15	15	15
Knowledge and Understanding	<b>40%</b>	10	10	10	10
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## OUTCOMES

A student:

- TE4-1DP. Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
- TE4-2DP. Plans and manages the production of designed solutions
- TE4-3DP. Selects and safely applies a broad range of tools, materials and processes in the production of quality projects
- TE4-4DP. Designs algorithms for digital solutions and implements them in a general-purpose programming language
- TE4-5AG. Investigates how food and fibre are produced in managed environments
- TE4-6FO. Explains how the characteristics and properties of food determine preparation techniques for healthy eating
- TE4-7DI. Explains how data is represented in digital systems and transmitted in networks
- TE4-8EN. Explains how force, motion and energy are used in engineered systems
- TE4-9MA. Investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions

# Music

COMPONENTS (SYLLABUS)	Rotation 1	TASK 1	TASK 2
		TERM 1 WEEK 6	TERM 2 WEEK 4/5
	Rotation 2	TERM 3 WEEK 6	TERM 4 WEEK 4/5
	WEIGHTING	TYPE OF TASK	
		Performance and Listening	Performance and Composition
4.1, 4.2, 4.3, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12		4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.11, 4.12	
Outcomes to be assessed			
Performing	<b>50%</b>	25	25
Composing	<b>25%</b>		25
Listening	<b>25%</b>	25	
<b>Total</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>

## OUTCOMES

A student:

- 4.1. Performs in a range of musical styles demonstrating an understanding of musical concepts
- 4.2. Performs music using different forms of notation and different types of technology across a broad range of musical styles
- 4.3. Performs music demonstrating solo and/or ensemble awareness
- 4.4. Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
- 4.5. Notates compositions using traditional and/or non-traditional notation
- 4.6. Experiments with different forms of technology in the composition process
- 4.7. Demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
- 4.8. Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
- 4.9. Demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
- 4.10. Identifies the use of technology in the music selected for study, appropriate to the musical context
- 4.11. Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 4.12. Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences



# Visual Arts

COMPONENTS (SYLLABUS)	Rotation 1	TASK 1	TASK 2	
		TERM 1 WEEK 9	TERM 2 WEEK 4/5	
		Rotation 2	TERM 3 WEEK 9	TERM 4 WEEK 4/5
	WEIGHTING	TYPE OF TASK		TYPE OF TASK
		Practical VAPD Assignment		Practical VAPD Class Test
4.1, 4.3, 4.4, 4.5, 4.6		4.1, 4.2, 4.4, 4.6, 4.7, 4.9, 4.10		
Outcomes to be assessed				
Art Making	<b>50%</b>	50		
Critical and Historical Studies	<b>50%</b>		50	
<b>Total</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>	

## OUTCOMES

A student:

- 4.1. Uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 4.2. Explores the function of and relationships between artist – artwork – world – audience
- 4.3. Makes artworks that involve some understanding of the frames
- 4.4. Recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 4.5. Investigates ways to develop meaning in their artworks
- 4.6. Selects different materials and techniques to make artworks
- 4.7. Explores aspects of practice in critical and historical interpretations of art
- 4.8. Explores the function of and relationships between the artist – artwork – world – audience
- 4.9. Begins to acknowledge that art can be interpreted from different points of view
- 4.10. Recognises that art criticism and art history construct meanings

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Year 7

## YEAR 7 ASSESSMENT CALENDAR

WK	1	2	3	4	5	6	7	8	9	10	11
TERM 1						Music	Science Technology Mandatory	Geography History Mathematics	Visual Arts	PD/H/PE	English PD/H/PE
TERM 2				Mid-Course Assessments	Mid-Course Assessments	Japanese	Technology Mandatory				
TERM 3						Music	Technology Mandatory	Geography History	Visual Arts Science	PD/H/PE English Mathematics	
TERM 4				End of Course Assessments	End of Course Assessments	Mathematics	Technology Mandatory				

# English

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 11	TERM 2 WEEK 4/5	TERM 3 WEEK 10	TERM 4 WEEK 4/5
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Writing & representing	Writing	Listening, Reading, Speaking &	End of Course Writing Examination
Outcomes to be assessed		EN4-1A, EN4-3B, EN4-4B EN4-7D, EN4-8D	EN4-2A, EN4-3B, EN4-5C, EN4-6C	EN4-4B, EN4-7D, EN4-8D, EN4-9E	EN4-1A, EN4-2A, EN4-5C, EN4-6C
Entertain Me! – Film: Hidden Figures	<b>25%</b>	25			
Historical Survivors – Non-Fiction: Blake Snake, The Daring of Ned Kelly	<b>25%</b>		25		
Curiosity! – Drama: Fantastic Beasts and where to find them	<b>25%</b>			25	
Visualising my world – Picture book: Fox	<b>25%</b>				25
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## OUTCOMES

A student:

- EN4-1A. Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN4-2A. Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
- EN4-3B. Uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
- EN4-4B. Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
- EN4-5C. Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
- EN4-6C. Identifies and explains connections between and among texts
- EN4-7D. Demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
- EN4-8D. Identifies, considers and appreciates cultural expressions in texts
- EN4-9E. Uses, reflects on and assesses their individual and collaborative skills for learning

# Mathematics

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 8	TERM 2 WEEK 5	TERM 3 WEEK 10	TERM 4 WEEK 6
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Assessment Test	Assessment Test	Assessment Test	Assessment Test
Outcomes to be assessed		MA4-IND-C-01 MA4-LIN-C-01	MA4-ALG-C-01	MA4-ANG-C-01 MA4-GEO-C-01	MA4-LEN-C-01 MA4-ARE-C-01 MA4-VOL-C-01
Angle Relationships	<b>25%</b>	25			
Fractions, Decimals and Percentages	<b>25%</b>		25		
Algebraic Techniques	<b>25%</b>			25	
Measurement – Perimeter and Area	<b>25%</b>				25
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## OUTCOMES

A student:

MA4-INT-C-01	compares, orders and calculates with integers to solve problems
MA4-FRC-C-01	represents and operates with fractions, decimals and percentages to solve problems
MA4-RAT-C-01	solves problems involving ratios and rates, and analyses distance-time graphs
MA4-ALG-C-01	generalises number properties to operate with algebraic expressions including expansion and factorisation
MA4-IND-C-01	operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws
MA4-EQU-C-01	solves linear equations of up to 2 steps and quadratic equations of the form $ax^2 = c$
MA4-LIN-C-01	creates and displays number patterns and finds graphical solutions to problems involving linear relationships
MA4-LEN-C-01	applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems
MA4-PYT-C-01	applies Pythagoras' theorem to solve problems in various contexts
MA4-ARE-C-01	applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems
MA4-VOL-C-01	applies knowledge of volume and capacity to solve problems involving right prisms and cylinders
MA4-ANG-C-01	applies angle relationships to solve problems, including those related to transversals on sets of parallel lines
MA4-GEO-C-01	identifies and applies the properties of triangles and quadrilaterals to solve problems
MA4-DAT-C-01	classifies and displays data using a variety of graphical representations
MA4-DAT-C-02	analyses simple datasets using measures of centre, range and shape of the data
MA4-PRO-C-01	solves problems involving the probabilities of simple chance experiments

# Science

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 7	TERM 2 WEEK 4/5	TERM 3 WEEK 9	TERM 4 WEEK 4/5
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Model and Research	Mid-Course Examination	Depth Study	End of Course Examination
Outcomes to be assessed		SC4-17CW, SC4-4WS, SC4-5WS, SC6-6WS, SC4-8WS	SC4-14LW, SC4-15LW, SC4- 16LW, SC4-17LW SC4-7WS, SC4-8WS	SC4-7WS, SC4-8WS, SC4-9WS, SC4-14LW	SC4-10PW, SC4-12ES, SC4-11PW, SC4-13ES, SC4-15LW, SC4-16CW, SC4-7WS, SC4- 8WS
Knowledge and understanding	<b>30%</b>		10		20
Investigating and research	<b>25%</b>	10		15	
Communication	<b>10%</b>	10			
Interpreting data and problem solving	<b>35%</b>	10	10	10	5
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>

## OUTCOMES

A student:

- SC4-1VA. Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
- SC4-2VA. Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
- SC4-3VA. Demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
- SC4-4WS. Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
- SC4-5WS. Collaboratively and individually produces a plan to investigate questions and problems
- SC4-6WS. Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
- SC4-7WS. Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
- SC4-8WS. Selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
- SC4-9WS. Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
- SC4-10PW. Describes the action of unbalanced forces in everyday situations
- SC4-11PW. Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
- SC4-12ES. Describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
- SC4-13ES. Explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
- SC4-14LW. Relates the structure and function of living things to their classification, survival and reproduction
- SC4-15LW. Explains how new biological evidence changes people's understanding of the world
- SC4-16CW. Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
- SC4-17CW. Explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

# Geography

COMPONENTS (SYLLABUS)	Rotation 1	TASK 1	TASK 2
		Rotation 2	TERM 1 WEEK 8
	WEIGHTING	TERM 3 WEEK 8	TERM 4 WEEK 4/5
		TYPE OF TASK	TYPE OF TASK
		Geographic Inquiry	Research and Skills Portfolio
Outcomes to be assessed	GE4-1, GE4-5, GE4-7, GE4-8	GE4-2, GE4-3, GE4-4, GE4-5, GE4-6	
Landscapes & Landforms	50%	50	
Place & Liveability	50%		50
<b>Total</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>

## OUTCOMES

A student:

- GE4-1. Locates and describes the diverse features and characteristics of a range of places and environments
- GE4-2. Describes processes and influences that form and transform places and environments
- GE4-3. Explains how interactions and connections between people, places and environments result in change
- GE4-4. Examines perspectives of people and organisations on a range of geographical issues
- GE4-5. Discusses management of places and environments for their sustainability
- GE4-6. Explains difference 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

COMPONENTS (SYLLABUS)	Rotation 1	TASK 1	TASK 2
		TERM 1 WEEK 8	TERM 2 WEEK 4/5
	Rotation 2	TERM 3 WEEK 8	TERM 4 WEEK 4/5
	WEIGHTING	TYPE OF TASK	
		Multimedia Presentation & Site Study	Sources Analysis
HT4-1, HT4-2, HT4-3, HT4-4, HT4-10		HT4-5, HT4-6, HT4-7, HT4-8, HT4-9	
Outcomes to be assessed			
Depth Study 1 – Investigating the Ancient Past (including the Ancient World overview)	50%	50	
Depth Study 2 – The Mediterranean World: Egypt	50%		50
<b>Total</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>

## OUTCOMES

A student:

- 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 organizes 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



# Personal Development, Health & Physical Education

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 10	TERM 1 WEEK 11	TERM 3 WEEK 10	TERM 4 WEEK 4/5
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Sense of self task	Practical Assessment	Practical Assessment	Yearly examination
Outcomes to be assessed		PD4-1, PD4-2	PD4-4, PD4-5, PD4-8, PD4-10	PD4-4, PD4-5, PD4-8, PD4-10, PD4-11	PD4-1, PD4-2, PD4-3, PD4-6, PD4-7, PD4-8, PD4-9
Demonstrates knowledge and understanding of PDHPE concepts	<b>30%</b>	10			20
Applies knowledge and understanding of PDHPE concepts to life situations	<b>25%</b>	10			15
Demonstrates ability to perform skills in a game/movement situation	<b>45%</b>		15	30	
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>15%</b>	<b>30%</b>	<b>35%</b>

## OUTCOMES

A student:

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

# Technology Mandatory

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Ongoing Assessment	Ongoing Assessment	Ongoing Assessment	Ongoing Assessment
		WEEK 7	WEEK 7	WEEK 7	WEEK 7
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Programming Portfolio– Digital Technologies	Major Design Project – Agriculture and Food Technologies	Major Design Project – Engineering Systems	Major Design Project – Material Technologies
Outcomes to be assessed	TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	
Design and Production Skills	<b>60%</b>	15	15	15	15
Knowledge and Understanding	<b>40%</b>	10	10	10	10
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## OUTCOMES

A student:

- TE4-1DP. Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
- TE4-2DP. Plans and manages the production of designed solutions
- TE4-3DP. Selects and safely applies a broad range of tools, materials and processes in the production of quality projects
- TE4-4DP. Designs algorithms for digital solutions and implements them in a general-purpose programming language
- TE4-5AG. Investigates how food and fibre are produced in managed environments
- TE4-6FO. Explains how the characteristics and properties of food determine preparation techniques for healthy eating
- TE4-7DI. Explains how data is represented in digital systems and transmitted in networks
- TE4-8EN. Explains how force, motion and energy are used in engineered systems
- TE4-9MA. Investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
- TE4-10TS. Explains how people in technology related professions contribute to society now and into the future

# Japanese

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2
		TERM 2 WEEK 6	TERM 4 WEEK 4/5
		TYPE OF TASK	TYPE OF TASK
		Mid-course Assessment	Yearly Exam
		ML4-INT-01 ML4-UND-01	ML4-INT-01 ML4-UND-01 ML4-CRT-01
Outcomes to be assessed			
Interacting	<b>45%</b>	25%	20%
Understanding Texts	<b>45%</b>	25%	20%
Creating texts	<b>10%</b>		10%
<b>Total</b>	<b>100%</b>	50%	50%

## OUTCOMES

A student:

ML4-INT-01 Exchanges information and opinions in a range of familiar contexts by using culturally appropriate language

ML4-UND-01 Interprets and responds to information, opinions and ideas in texts to demonstrate understanding

ML4-CRT-01 Creates a range of texts for familiar communicative purposes by using culturally appropriate language

# Music

COMPONENTS (SYLLABUS)	Rotation 1	TASK 1	TASK 2
		TERM 1 WEEK 6	TERM 2 WEEK 4/5
	Rotation 2	TERM 3 WEEK 6	TERM 4 WEEK 4/5
	WEIGHTING	TYPE OF TASK	TYPE OF TASK
		Performance and Composition	Performance and listening
4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.11, 4.12		4.1, 4.2, 4.3, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12	
Outcomes to be assessed			
Performing	<b>50%</b>	25	25
Composing	<b>25%</b>	25	
Listening	<b>25%</b>		25
<b>Total</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>

## OUTCOMES

A student:

- 4.1. Performs in a range of musical styles demonstrating an understanding of musical concepts
- 4.2. Performs music using different forms of notation and different types of technology across a broad range of musical styles
- 4.3. Performs music demonstrating solo and/or ensemble awareness
- 4.4. Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
- 4.5. Notates compositions using traditional and/or non-traditional notation
- 4.6. Experiments with different forms of technology in the composition process
- 4.7. Demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
- 4.8. Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
- 4.9. Demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
- 4.10. Identifies the use of technology in the music selected for study, appropriate to the musical context
- 4.11. Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 4.12. Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

# Visual Arts

COMPONENTS (SYLLABUS)	Rotation 1	TASK 1	TASK 2
		TERM 1 WEEK 9	TERM 2 WEEK 4/5
	Rotation 2	TERM 3 WEEK 9	TERM 4 WEEK 4/5
	WEIGHTING	TYPE OF TASK	
		Practical VAPD Assignment	
Practical VAPD Class Test			
Outcomes to be assessed		4.1, 4.3, 4.4, 4.5, 4.6	4.1, 4.2, 4.4,
Performing	50%	25	25
Composing	25%	25	
Listening	25%		25
<b>Total</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>

## OUTCOMES

A student:

- 4.1. Uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 4.2. Explores the function of and relationships between artist – artwork – world – audience
- 4.3. Makes artworks that involve some understanding of the frames
- 4.4. Recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 4.5. Investigates ways to develop meaning in their artworks
- 4.6. Selects different materials and techniques to make artworks
- 4.7. Explores aspects of practice in critical and historical interpretations of art
- 4.8. Explores the function of and relationships between the artist – artwork – world – audience
- 4.9. Begins to acknowledge that art can be interpreted from different points of view
- 4.10. Recognises that art criticism and art history construct meanings