



JAMISON HIGH SCHOOL

2024

YEAR 7

**ASSESSMENT SCHEDULES &
ASSESSMENT POLICY AND PROCEDURES**

Traditional values, modern education

JUNIOR ASSESSMENT POLICY (Year 7)

Assessment tasks are a vital part of student learning and are given at regular intervals throughout all courses.

Assessment tasks must be submitted for course/learning outcomes to be satisfactorily met. Students who do not submit tasks will be issued with a Non-Completion Warning Letter outlining the work requirements which must be addressed by the student within the school year if they are to progress to the next stage.

We strongly encourage our students to actively and conscientiously complete required assessment tasks in time to maximise their marks for Semester One and Semester Two Reports. Students are required by NESAs to complete the work in order to meet NESAs Learning Outcomes, however, late tasks will be awarded zero marks without a special consideration application.

Assessment tasks must reflect the student's own work and **plagiarism is unacceptable**. A full and accurate bibliography is expected for each formal assessment task.

NOTIFICATION OF ASSESSMENT TASKS

With the exception of formal Examinations (Half Yearly and Yearly), you will be notified in writing at least 14 calendar days before each of your Assessment Tasks. The due date and information for all assessment tasks will be given to you when you are notified of the task. You will need to sign the Assessment Notification register issued by the teacher when you receive notification of the task.

ABSENCE WHEN TASK IS NOTIFIED

Whenever you are absent from school, it is **your responsibility** to ensure that you know what work has been missed and to catch up on that work.

The same conditions apply if you are absent when an Assessment Task is notified. You are not entitled to any automatic extension of time for the task.

If you have a prolonged absence, you may submit to the Head Teacher an Application for Consideration / Extension which will require a Medical Certificate. A note from a parent/carer will **not** be sufficient in most circumstances.

COMPLETING AND SUBMITTING ASSESSMENT TASKS

It is an expectation of NESAs that all students will undertake all assessment tasks set. Once the notified assessment deadline has been given, staff will not pursue students for work. All tasks are to be submitted at the **start** of the first timetabled lesson in the relevant subject due on that day.

All tasks submitted after this time will be deemed **late**. Late work will receive a **zero** mark unless there is a valid reason. Where a student misses or is late with an assessment task, with no valid reasons, a **zero** mark will be recorded for that task. The task will be graded and feedback provided to students, but no mark will be awarded.

You and your teacher will sign the Assessment Register when you submit your assignment on the due date. The process ensures that both you and your teacher have an official record that you have submitted the task.

Note: No allowance will be made for **failure of a student's computer hardware and software**. Students are advised to keep back-ups of all work completed on computer equipment. Students are advised to regularly email themselves a copy of assessment tasks / draft work via their email account to ensure work is not lost.

All electronic assessment tasks for each course will be submitted using **Turnitin**. Turnitin is a web-based text-matching software which assists students and teaching staff in understanding and supporting the correct use of printed materials used in assignment work.

Why use Turnitin?

- To act as a deterrent against plagiarism and AI.
- To provide reports which can help identify occurrences of plagiarism and AI.
- To provide students with a tool to identify and correct possible occurrences of plagiarism in their own work and improve their academic writing before submitting an assessment task.

How does Turnitin work?

A Turnitin Assessment Task is set up by a teacher. Students access this assessment task online and upload their work before the due date. Turnitin will then analyse the submitted work to identify text matches with other sources. Teachers view the work that has been submitted, mark the work online (including grades and comments) and digitally return the task to the student once all assessment tasks have been marked.

For each piece of submitted work, Turnitin provides two things:

- A *similarity index*, which indicates the percentage of the submitted paper that Turnitin has identified as being matched against other sources.
- An *originality report*, which shows each of these matches in more detail, including the source(s) that Turnitin has found. These can be websites, books, journals and articles, or work that has previously been submitted through Turnitin.

Things you should know about Turnitin ...

- Turnitin does not directly identify plagiarism. Instead, it provides a report that allows students and teachers to see where plagiarism may have occurred. No student would be accused of plagiarism without a member of staff first reviewing this report in detail to verify that there are indeed grounds for such an accusation based on reasonable academic judgement.
- When you submit work to Turnitin, it is usually stored within the Turnitin database so that it can be cross-checked against future submissions from other students.
- Although a high originality index may indicate possible plagiarism and a low originality index may indicate original work, this is not always the case. The extent of this depends on the nature of the subject, how many quotations you use and your own academic writing style.
- Do not aim for a specific originality index that you think will be low enough to avoid detection. Plagiarism can occur even if only a small amount of text is copied. Instead aim for academically sound writing with all your sources properly acknowledged.
- Turnitin is only one of the tools used to identify possible occurrences of plagiarism. Don't forget that your work will also be read by subject experts with years of experience in marking student work. They are able to spot instances of plagiarism even where electronic systems such as Turnitin do not.

Submitting your Assessment Task using Turnitin

- To submit an assessment task to an assignment on Turnitin, the user must log in and upload a file to an existing assignment.

- Assignments in Turnitin cannot accept student submissions until the assignment start date and time has passed.
- Assignments may also reject submissions after the due date and time set by the instructor.
- To check the start date and due date information, either click on the name of the assignment in the class portfolio page or view the start and due dates located under the assignment name.

Use the following steps to submit your assessment task using Turnitin:

1. Log in to www.turnitin.com.
2. Once you've logged in, you should see your homepage listing the classes you are enrolled in.
3. Click the name of the class where you'd like to upload a file. This will take you to your Class Homepage for that class.
4. Click the Submit button to the right of the assignment name. This will take you to the file submission page. NOTE: On the file submission page, make sure the phrase next to the Submit: heading says "Single File Upload." If it says "Cut and Paste Upload," use the dropdown menu (the down arrow) next to Submit: to switch to "Single File Upload." This will allow you to upload your file rather than using the Cut and paste file submission feature.
5. Enter a title for the submission.
6. Click the What can I submit? link to review the types of files and file sizes Turnitin can accept.
7. Decide whether you'd like to upload a file from: the computer you're using OR Dropbox OR Google Drive.
8. Click one of the submission buttons (computer, Dropbox, or Google Drive).
9. Select the file you want to upload.
10. Click the Upload button on the file submission page.

After the submission has completed, a digital receipt is displayed in your browser window. A copy is also sent via email. It is important to use a valid email address to receive this copy of the digital receipt. Save the receipt and the submission ID it contains, as this is proof of a completed submission. If the digital receipt is not shown on screen after submission, return to the class portfolio page and view the assignment to ensure the paper submission has been completed correctly. Submissions can be checked and viewed by clicking on the title of the assessment task submitted under the title column to the right of the assignment name.

LATENESS / ABSENCE DUE TO ILLNESS, MISADVENTURE OR EXCEPTION CIRCUMSTANCES

It is your responsibility to perform/submit all tasks which are part of the Assessment Program. Assessment tasks must be submitted by the due date or performed in class at the specified time.

If, because of a VALID reason, you cannot attend school on the day when an Assessment Task is to be done/submitted, ON THE DAY YOU RETURN TO SCHOOL:

- (1) Submit the task or come prepared to complete the task.
- (2) Talk to your class teacher or Head Teacher to arrange a time to do the task or a substitute task.
- (3) Submit an Application for Consideration/Extension Form with supporting documentation (Appendix 2) to the Head Teacher for a decision.

Absences due to illness **MUST** be accompanied by a Medical Certificate. This must be dated during the period of illness.

Failure to have this form completed or you do not follow the above procedure or your application is not successful, you may receive ZERO for that task.

In exceptional circumstances, the Head Teacher and Deputy Principal may authorise that an estimate be given for a missed task. This applies only if giving a substitute task would be unreasonable, difficult to arrange or not feasible.

NOTE:

- A letter from a parent may not be sufficient to satisfy the requirement
- If you are involved in a sporting event or excursion or know you will be absent on the day you must submit the task before the due date
- If you are suspended from school when assessment tasks are due you must:
 - a) not attend school for the duration of your suspension
 - b) submit out-of-school assessment tasks by delivery to the Front Office or electronic submission.
 - c) miss your in-school assessment task for which you will be given an alternative task or an estimate

EXTENSIONS TO DUE DATES

An extension to the due date of an assignment may be approved, **by the Head Teacher**, in cases of severe illness or other exceptional circumstances. Approval for an extension **must** be sought at least one week in advance of the due date. You must complete an Application for Special Consideration/Extension. This is available in this booklet. A medical certificate will be required in cases of illness.

If an extension is not granted, you must submit the task by the due date. Unless prior application for an extension has been approved **by the Head Teacher**, the late submission of a task will result in **zero** marks being awarded for that task.

STUDENTS WITH A DISABILITY: ASSESSMENT AND ADJUSTMENT

Students with special education needs may require adjustments in order to demonstrate achievement in both informal and formal assessment experiences. Schools provide adjustments to assessment activities for some students with a disability. Assessment adjustments are actions taken that enable a student with disability to demonstrate achievement of outcomes. The types of adjustments will vary according to the needs of the individual student. Decisions are made at school level to offer adjustments to students with disability in both their coursework and assessment activities.

STEPS IN ANSWERING QUESTIONS USING THE ALARM MATRIX

				What is it?
			What is it?	What does it do/look like?
		What is it?	What does it do/look like?	How does it do it?
	What is it?	What does it do/look like?	How does it do it?	What does it lead to/relationships/ impact?
What is it?	What does it do/look like?	How does it do it?	What does it lead to/relationships/ impact?	How well does it do it?
Examples	Examples	Examples	Examples	Examples
IDENTIFY OUTLINE	DESCRIBE	EXPLAIN DISCUSS	ANALYSE	EVALUATE JUDGE

If the question asks to CRITICALLY ANALYSE - state the positives and negatives.

If the question asks to CRITICALLY EVALUATE - state the positives and negatives AND make a judgement.

TOPIC NAME:

DEFINITION AND EXPLANATION:

CRITERIA FOR EVALUATION:

Content Facts & Details				Levels of Interpretation and Judgement of Content	
(What) NAME AND DEFINE: Areas of Content	(What) DESCRIBE: Features/ Characteristics	(Why) EXPLAIN SIGNIFICANCE:	(How) ANALYSE: Each area/Feature of Content	(How well) CRITICALLY ANALYSE: Each Area/Feature +'s advantages -'s disadvantages	(How well) EVALUATE/CONCLUDE: Each Area/Feature
(How well) EVALUATE OVERALL/CONCLUDE OVERALL EVALUATIONS/CRITICALLY EVALUATE: all areas/features covered					
(Why Important) CONCEPTUALISE TOPIC: Essential idea of topic or summation/judgement on the developmental process and/or its change of procedures in the process over time; the importance of the interrelationship amongst the areas/features					
(Why Important) APPRECIATE (concept/question): Why is this understanding of the topic concept important for life? Or why should it be learned? Or why is it important to be able to evaluate the situation? Or why is this of importance in response to a question?					

TOPIC NAME: What is the name of the topic, unit, subject or process of study?

DEFINITION AND EXPLANATION of Topic: Briefly, what is the topic (1-2 sentences)?

CRITERIA FOR EVALUATION: What are some of the value judgement type words that students could use to demonstrate that the impact or effect of the aspects or application of the topic or process is positive and/or negative, beneficial/harmful; advantageous and/or disadvantageous; valid/invalid; etc.

Content Facts & Details				Levels of Interpretation and Judgement of Content	
(What) NAME AND DEFINE: Areas of Content	(What) DESCRIBE: Features/ Characteristics	(Why) EXPLAIN SIGNIFICANCE:	(How) ANALYSE: Each area/Feature of Content	(How well) CRITICALLY ANALYSE: Each Area/Feature	(How well) EVALUATE/CONCLUDE: Each Area/Feature
What are the main components/elements of the topic/unit/subject or steps/stages of the process under consideration? Give a name and definition of EACH of these areas.	What are the features/characteristics/properties pertaining to EACH component/element in the topic/ unit/subject or step/stage in the process under consideration?	For EACH area or feature or step/stage covered, what is its function or purpose? What problem is it addressing; or what is its impact/effect? What is the cause/effect of EACH area or feature covered?	Once the function/purpose or impact/effect is established, explain how and/or why the intention is carried out. How did it achieve its purpose or impact/effect? What is the relationship between the various components/features/steps, stages and/or their impact/effect?	Explain how each area/feature is beneficial or unbeneficial, even through implication of suggestion, in relation to the set criteria. Explain how and/or why EACH function/step, stage or impact/effect or cause/effect is positive and/or negative (in whatever sense is needed by the subject at hand)	To what extent is the impact/effect effective, its value/quality? To what extent has the object of consideration, the feature or impact, served its purpose, carried out what it was intended to accomplish. To what extent, by how much, was the impact/effect successful? By how much do the positives outweigh the negatives or vice versa?
				+’s advantages -’s disadvantages	
(How well) EVALUATE OVERALL/CONCLUDE OVERALL EVALUATIONS/CRITICALLY EVALUATE: all areas/features covered					
After establishing the extent of success/effectiveness of each individual feature/function/purpose, compare and contrast ALL the areas covered. To what extent is one more effective than another? Therefore, to what extent, come to a final judgement, were ALL of the features/impacts/effects, the whole process, successful or effective?					
(Why Important) CONCEPTUALISE TOPIC: Essential idea of topic or summation/judgement on the developmental process and/or its change of procedures in the process over time; the importance of the interrelationship amongst the areas/features					
How are all of the various features/impacts/effects interrelated to form the whole topic/unit/subject/process of study? And why is this interrelationship important? Why is it important to be able to evaluate all of the aspects of study or the process itself?					
(Why Important) APPRECIATE (concept/question): Why is this understanding of the topic concept important for life? Or why should it be learned? Or why is it important to be able to evaluate the situation? Or why is this of importance in response to a question?					
Why is this understanding of the concept and all that it entails important to my life, or the life of others? How does this help answer a question?					

ALARM: A Learning And Responding Matrix by M Woods

ALARM MEETS BLOOMS TAXONOMY

<p>Knowledge NAME, DESCRIBE AND DEFINE</p>	<p>Count, Define, Describe, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write, Characteristics, Features</p>
<p>Comprehension EXPLAIN SIGNIFICANCE</p>	<p>Conclude, Demonstrate, Discuss, Explain, Generalise, Identify, Illustrate, Interpret, Paraphrase, Predict, Report, Restate, Review, Summarise, Tell, Purpose, Function, Impact, Effect</p>
<p>Application ANALYSE</p>	<p>Apply, Change, Choose, Compute, Dramatise, Interview, Prepare, Produce, Role-play, Select, Show, Transfer, Use, How</p>
<p>Analysis ANALYSE</p>	<p>Analyse, Characterise, Classify, Compare, Contrast, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Outline, Relate, Research, Separate</p>
<p>Synthesis CRITICALLY ANALYSE</p>	<p>Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organise, Perform, Plan, Produce, Propose, Rewrite</p>
<p>Evaluation EVALUATE/ CONCLUDE</p>	<p>Appraise, Argue, Assess, Choose, Conclude, Critic, Decide, Evaluate, Judge, Justify, Predict, Prioritise, Prove, Rank, Rate, Select</p>

YEAR 7 ENGLISH 2024

SYLLABUS OUTCOMES

- EN4-RVL-01:** uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
- EN4-URA-01:** analyses how meaning is created through the use of and response to language forms, features and structures
- EN4-URB-01:** examines and explains how texts represent ideas, experiences and values
- EN4-URC-01:** identifies and explains ways of valuing texts and the connections between them
- EN4-ECA-01:** creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
- EN4-ECB-01:** uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 10	EN4-URA-01, EN4-ECA-01, EN4-RVL-01	Speech and Listening Notes 'Identity' Core: 2-3 minute Critical: 4-5 minute	25%
2	Term 2 Week 3	EN4-URB-01, EN4-URC-01, EN4-ECA-01	Half-Yearly Examination Section 1: Poetry Definitions Section 2: Identity essay Core: notes Critical: no notes	25%
3	Term 3 Week 8	EN4-URB-01, EN4-ECA-01, EN4-ECB-01	Essay Writing Australia in Asia Core: notes Critical: no notes	25%
4	Term 4 Week 4	EN4-RVL-01, EN4-ECA-01, EN4-URA-01	Yearly Examination Section 1: Short Answer Section 2: Letter Core: notes Critical: no notes	25%
				100%

YEAR 7 GEOGRAPHY 2024

SYLLABUS OUTCOMES

GE4-1: Locates and describes the diverse features and characteristics of a range of places and environments

GE4-2: Describes processes and influences that form and transform places and environments

GE4-3: Explains how interactions and connections between people, places and environments result in change

GE4-4: Examines perspectives of people and organisation's 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

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 3 Week 10	GE4-1, GE4-2, GE4-7, GE4-8	Research Task: Landscapes and Landforms	50%
2	Term 4 Week 4	GE4-1, GE4-2, GE4-3, GE4-4, GE4-5	Semester Examination	50%
				100%

YEAR 7 HISTORY 2024

SYLLABUS OUTCOMES

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

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 11	HT4-1, HT4-2, HT4-3, HT4-4, HT4-8	Research Task	50%
2	Term 2 Week 3	HT4-1, HT4-2, HT4-3, HT4-4, HT4-5, HT4-6	Semester Examination	50%
				100%

YEAR 7 JAPANESE 2024

SYLLABUS OUTCOMES

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

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1	ML4-INT-01 ML4-UND-01	Festival Task - Read and review event posters based on a Japanese festival.	30%
2	Term 2	ML4-UND-01 ML4-CRT-01	Party Invite Task - Interpret an invitation to an event then create an invitation for a friend to attend an omedetou party you are hosting.	20%
3	Term 3	ML4-INT-01, ML4-UND-01 ML4-CRT-01	Anime yourself Manga Poster Task - Read and review anime profiles to decide who would be a good exchange students match for you then create your own.	15%
4	Term 4	ML4-INT-01, ML4-UND-01 ML4-CRT-01	Pet Profiles Task - Interpret lost pet notices then interview Japanese people about their pets.	10%
				100%

YEAR 7 MATHEMATICS 2024

SYLLABUS OUTCOMES

- 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-PRO-C-01:** solves problems involving the probabilities of simple chance experiments
- 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-DAT-C-01:** classifies and displays data using a variety of graphical representations
- 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-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

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 6	MA4-PRO-C-01, MAO-WM-01	Investigative Assignment	20%
2	Term 2 Week 3	MA4-PRO-C-01, MA4-INT-C-01, MA4-FRC-C-01	Half Yearly Examination	30%
3	Term 3 Week 8	MA4-DAT-C-01, MA4-INT-C-01, MA4-FRC-C-01, MA4-ALG-C-01	In-Class Task	25%
4	Term 4 Week 4	MA4-INT-C-01, MA4-FRC-C-01, MA4-ALG-C-01, MA4-IND-C-01, MA4-ANG-C-01, MA4-GEO-C-01	Yearly Examination	25%
				100%

YEAR 7 MUSIC 2024

SYLLABUS OUTCOMES

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

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 9	4.1	Ukulele	20%
2	Term 1 Week 10	4.4	Composition	10%
3	Term 2 Week 1	4.8, 4.9, 4.10	In-Class Assessment PART A - Listening PART B - Composition	15% 5%
4	Term 2/3 Week 10	4.2, 4.3	Performance Guitar/Keyboard	20%
5	Term 4 Week 2	4.5, 4.6, 4.7	Composition Listening Examination	15% 15%
				100%

YEAR 7 PDHPE 2024

SYLLABUS OUTCOMES

- 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

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 10	PD4-1, PD4-2	Research Task	25%
2	Term 1 &2 Weeks 1-10	PD4-5, PD4-11	Practical Application	25%
3	Term 3 Weeks 1-10	PD4-5, PD4-11	Practical Application	25%
4	Term 4 Week 4	PD4.1 - PD4-11	Yearly Examination	25%
				100%

YEAR 7 SCIENCE 2024

SYLLABUS OUTCOMES

- 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
- SC4-11PW:** Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
- 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
- SC4-17CW:** Explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Weeks 6/7	SC4-4WS, SC4-9WS	Research Assessment Task	15%
2	Term 2 Week 3	SC4-7WS, SC4-8WS, SC4-14LW, SC4-15LW	Progress Quiz	25%
3	Term 3 Week 4	SC4-6WS, SC4-7WS, SC4-17CW	Practical Assessment Task	15%
4	Term 3 Week 10	SC4-5WS, SC4-6WS, SC4-7WS	Student Research Project	20%
5	Term 4 Week 4	SC4-7WS, SC4-8WS, SC4-17CW, SC4-11PW	Yearly Examination	25%
				100%

YEAR 7 TECHNOLOGY MANDATORY 2024

Design & Digital Technology

SYLLABUS OUTCOMES

TE4-1DP: Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities

TE4-2DP: Plans and manages the production of designed solutions

TE4-3DP: Selects and safely applies a broad range of tools, materials and processes in the production of quality projects

TE4-5AG: Investigates how food and fibre are produced in managed environments

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 2 Week 8 Term 4 Week 8*	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG	Herbalicious (<i>Ag/Food Technologies</i>) → Recycled self-watering herb planter → Design Folio → Food Practicals	50%
2	Term 2 Week 8 Term 4 Week 8*	TE4-1DP, TE4-2DP, TE4-3DP,	Secret Stash (<i>Materials Technologies</i>) → Denim zippered bag → Design Folio	50%
				100%

* Semester 2

YEAR 7 TECHNOLOGY MANDATORY 2024

Industrial Arts

SYLLABUS OUTCOMES

TE4-1DP: Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities

TE4-2DP: Plans and manages the production of designed solutions

TE4-3DP: Selects and safely applies a broad range of tools, materials and processes in the production of quality projects

TE4-4DP: Designs algorithms for digital solutions and implements them in a general-purpose programming language

TE4-7DI: 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

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 2 Week 1 Term 4 Week 1*	TE4-2DP, TE4-3DP	Bird House Project	50%
2	Term 2 Week 1 Term 4 Week 1*	TE4-1DP, TE4-9MA	Bird House Folio	30%
3	Term 2 Week 3 Term 4 Week 3*	TE4-10TS	Research Task	20%
				100%

* Semester 2

YEAR 7 VISUAL ARTS 2024

SYLLABUS OUTCOMES

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

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 11	4.1, 4.4	Artwork and VAPD	20%
2	Term 2 Week 3	4.7, 4.9, 4.10	Half Yearly Examination	15%
3	Term 3 Week 4	4.3, 4.6	Artwork	25%
4	Term 4 Week 4	4.2, 4.5, 4.7, 4.8, 4.10	Artwork and VAPD Yearly Written Examination	25% 15%
				100%

APPENDIX 1

ASSESSMENT TASK NOTIFICATION



Student Name: Subject/Course:
.....

Assessment Task Title:
.....
.....

Value of Task: Date Task Issued: Date Task Due:
.....

Outcomes to be assessed:

- | | |
|---|---|
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Task description:

Assessment Criteria – Your task will be assessed according to your ability to:



APPENDIX 2

SPECIAL CONSIDERATION APPLICATION FORM (Year 7-9)

(For illness / accident / misadventure / special circumstances)

1. If illness, accident, misadventure or special circumstances prevent a student completing an assessment task on, or by the due date and time, the school must be advised immediately the situation is known – before the due date, if possible.
2. This form must then be completed as soon as possible after notification. If the student is absent on the due date, it must be completed as soon as they return.
3. The form, when completed, is to be submitted to the Head Teacher of course concerned.

Name of Student			
Teacher			
Subject Course		Faculty / Department	
Nature of Assessment Task e.g. Essay – Title			
Due Date		Time	
Reason for and Nature of Request, e.g. Special consideration or extension of time			
Specify and attach any Supporting Documentation e.g. Medical Certificate			
Signature of Student		Date	
Comments			
H.T. Decision			
H.T. Signature		Date:	