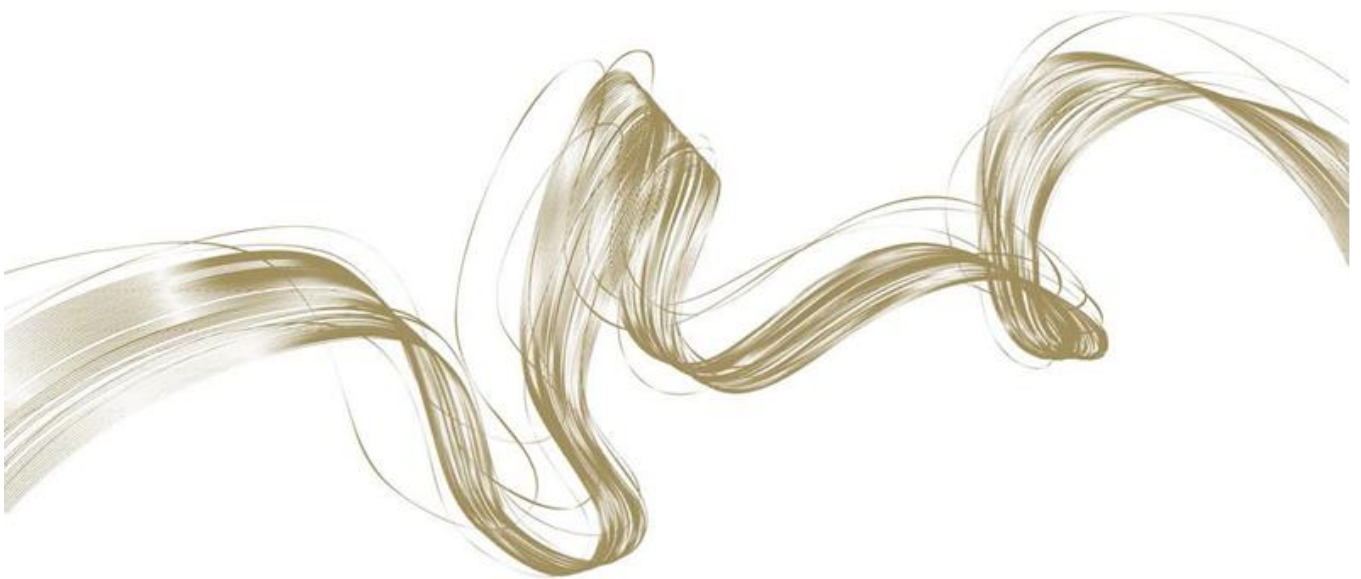




THE RIVERS
SECONDARY COLLEGE

The heart of secondary education for Lismore

LISMORE HIGH CAMPUS



**Stage 4 - Year 7
2022 Assessment Schedules
and Stage 4 Assessment
Policy**

LISMORE HIGH CAMPUS ASSESSMENT POLICY
Stage 4 Years 7&8

This policy sets out the expectations of staff in the implementation of stage 4 Assessment Policy at The Rivers Secondary College, Lismore High Campus

1. Policy Statement

1.1 Assessing

1.1.1 Schools plan assessment so that:

- (i) students can demonstrate achievement of outcomes for the relevant stage of learning
- (ii) valid and reliable assessment strategies are used
- (iii) the timing, frequency and nature of the assessment processes are time efficient and manageable for teachers and students

(iv) comply with NSW Educational Standards Authority (NESA) Syllabus requirements

1.1.2 Teachers plan assessment strategies when developing teaching programs and will also make additional assessment judgements in the course of teaching and learning.

1.1.3 Teachers use a variety of appropriate assessments for judging student achievement.

1.1.4 Teachers collect and record assessment information to:

- (i) guide ongoing teaching and learning
- (ii) monitor and evaluate student progress
- (iii) report achievement to parents and relevant authorities in accord with school requirements and Department policy

2. Applicability

2.1 This policy applies to staff teaching stage 4 NESA courses at Lismore High Campus

3. Context

3.1 This policy has been developed to provide greater clarity for student in meeting assessment requirements

3.2 Document history and details

Approval date

21 November 2018

Approving officer

Chris Williams (Principal)

Implementation date

Term 1 2019

Document history and details (continued)

Superseded documents

Term 3 2018 Policy

4. Responsibilities and Delegations

The Principal as the site manager will ensure the policy is implemented

4.2 All staff are required to comply with this policy

5. Monitoring, Evaluation and Reporting Requirements

5.1 As part of the continual improvement process the Principal will review the stage 4 assessment policy on an annual basis

6. Policy Contact

Principal, TRSC Lismore High Campus, (02) 6621 2122

Lismore High Campus Assessment Policy

This assessment policy must be implemented in all aspects however the Principal may change this policy in special cases or exceptional circumstances.

**No teacher should be assessing their own student. A teacher must report to the Principal immediately if this is the case. The important point to note is assessment and not teaching.

1.1 Assessment Procedure

- Assessment activities will be clearly related to the stated outcomes of the course or module being assessed. Teachers are to follow NESA approved courses.
- For Stage 4 courses
 - Marking guidelines must be presented to students at the same time the task is presented to the students.
 - Feedback to students is provided using the marking guidelines, outcomes and relevant performance descriptions.
- Students will be:
 - notified of the date of the assessment with a minimum 2 weeks prior to the task date
 - provided with course outcomes and content to be assessed
 - provided with marking guidelines
- Assessment data is to be kept in each KLA's central register (Sentral Markbook)
- Teachers will use a variety of assessment strategies to assess student progress against syllabus outcomes
- Teachers should model what is required by students in their assessment tasks.

1.2 Reporting

- Semester reports will be issued to parents and students identifying areas of strength along with areas for improvement.
- For all Year 7 & 8 courses Grades A-E will be given based on the standards of student work judged against the NSW Education Standards Authority. See Grade descriptors in Appendix 1.

1.3 Completion of Assessment Tasks

- Students are to complete all assessment tasks
- When students are ill or there has been misadventure, students are to complete a Misadventure Form (available from the Head Teacher); the Head Teacher will determine whether the assessment will be completed and counted towards their assessment grade. Extensions will be negotiated with the Head Teacher.
- Assessment tasks may be scheduled on any school day and cannot be expected to take account of family holidays or other personal arrangements.
- Students absent from an in class assessment tasks will be required to complete the task in negotiation with their classroom teacher. If a student is on suspension from Lismore High Campus at the time when an assessment item is due, it remains the student's responsibility to ensure that this task is submitted ON THE DUE DATE.
- Assessments that are incomplete, not submitted or late, may have marks deducted using a sliding scale of 10% per day at Head Teacher discretion ie-
 - 1 day 10%, 2 days 20%, 3 days 30%, 4 days 40%, 5 days 50%, 6 days 60%,
 - 7 days 70%, 8 days 80%, 9 days 90%, 10 days zero mark (this includes weekends)

- **Students away on excursions on the due date should hand the assessment task in the day before if they cannot hand it in on the day due.**
- Students must always make back up disks and hard copies of all Assessment tasks. **Computer or printer malfunction is not an acceptable reason for failing to submit a task on time.** Submitting tasks on thumb drives or storage devices for assessment are also unacceptable.

1.4 Plagiarism

- Students will be encouraged to submit original work. Large blocks of work that are copied or downloaded directly from the work of others will be penalised. Unless the task is a group task, all work should be produced and submitted individually.
- Information from other sources must acknowledge the author and the text or URL.
- Where students find they have grievances concerning assessment practices, they should consult with the teacher concerned. Where serious difficulties remain the student and teacher should consult with the relevant Faculty Head Teacher. Any appeals will be dealt with by the Deputy Principal.

1.5 Special Provisions

- The purpose of Special Provisions is to provide students who have special needs with practical support. Special provisions may be applied for under the areas of;
 - Learning difficulty
 - Physical difficulty (eg cerebral palsy, muscular dystrophy)
 - Illness (eg chronic fatigue syndrome)
 - Hearing impairment
 - Vision impairment
 - Psychological
- Special provisions identification and application are coordinated by the Learning and Support Teacher (LaST), in consultation with Head Teacher. The role of the LaST is to consult with teaching staff, gather diagnostic data and supporting evidence as requested.
- Identification of students to whom special provisions may apply occurs through;
 - Nominations from teaching staff
 - Parent notification
 - Known physical / developmental disabilities / impairments
 - Medical advice
 - Diagnosed learning difficulties

1.6 Assessment Guidance for Teachers

Teachers are to use:

- NESAs 7-10 grade descriptors for assessing students and writing reports (Appendix 1)
- NESAs glossary of key words in syllabus delivery (Appendix 2)
- NESAs approved syllabus and support documents
- LHC course scope and sequences and task notification/sign off
- Four common assessment tasks per 100 hr course, spaced evenly throughout the course, ongoing formative assessment may be assessed at similar times
- TRSC Reporting Writing Procedure when writing school reports

1.7 Changes to the policy

The Principal reserves the right to alter the TRSC, Lismore High Campus Stage 4 Assessment Policy should **exceptional** circumstances present themselves.

Appendix 1: NESAs 7-10 Grade Descriptors

Grade	Grade Description
A	The student has extensive knowledge and understanding of content and an outstanding level of competence in processes and skills. The student can creatively apply these in diverse situations.
B	The student has thorough knowledge and understanding of content and a high level of competence in processes and skills. The student can readily apply these in various situations.
C	The student has sound knowledge and understanding of content and a proficient level of competence in processes and skills. The student can apply these in some situations.
D	The student has basic knowledge and understanding of content and elementary competence in processes and skills. The student can generally use this knowledge and these skills in familiar situations.
E	The student has limited knowledge and understanding of content and elementary competence in processes and skills. The student can use this knowledge and these skills in some

Performance Profile
This profile describes the student's approach to learning and work habits for each course. The scales used to describe student performance are: <ul style="list-style-type: none"> • Usually • Sometimes • Never

Appendix 2: Glossary of Key Words

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole



Students – Please note that all assessment tasks should have this format for the front cover of a task.

Task Number		Task Name	
Course		Faculty	
Teacher		Head Teacher	
Issue date		Due date	
Focus (Topic)		Task Weighting	

Outcomes

Task description

Marking Guidelines



Illness/Misadventure Appeal - Application Form

Students may lodge an illness/misadventure appeal application if they believe that circumstances occurring immediately before or during an assessment task and which were beyond their control, diminished their performance, lead to their non-attendance or a late submission of an assessment task. Applications may be in respect of:

- illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student’s performance in an assessment task (eg influenza, an asthma attack, a cut hand)
- misadventure – that is, any other event beyond the student’s control which allegedly affected the student’s performance in an assessment task (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood)

Please complete this form and return to the Head Teacher of the subject.

Student name: _____ Year group: _____

Subject: _____ Class teacher: _____

Type of task: _____ Head teacher: _____

Date of task: _____

Appeal applications for a Shared Curriculum subject must be returned to the Head teacher at the campus where the subject is delivered.

Nature of application (*please circle*):

Extension- late assessment

Absence from assessment task

Special consideration

Basis of appeal (*please circle*):

Illness

Misadventure

Reasons for this application including the date, time and duration of illness or misadventure.

(continue on separate sheet as required, including all supporting documentation)

In the event of making an appeal application for multiple assessment tasks, please include details of all tasks in the same time period. Return this form and all documentation and/or medical certificate to your home campus Deputy Principal who will liaise with any host campus where applicable

Parent Signature _____ Date: _____

Student Signature _____ Date: _____

Head teacher comment and recommendation: _____

Head teacher signature *Date*

Principal’s determination: _____

Principal signature *Date*

Appeal Upheld

Appeal Declined

Outcome discussed with student Signed: _____ Date: _____

Outcome recorded in Sentral Signed: _____ Date: _____

Year 7 English Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING AND SKILLS

A student:

EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts

EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence

EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

EN4-6C identifies and explains connections between and among texts

EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

EN4-8D identifies, considers and appreciates cultural expression in texts

EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Changing Form (Adaptation)	Picture This (Picture)	Cultural Experience (Narrative)	Fractured Fairy Tales	
Timing	Term 1, Week 8	Term 2, Week 7	Term 3, Week 8	Term 4, Week 5	
Outcomes Assessed	EN4-1A, EN4-3B, EN4-4B, EN4-5C, EN4-6C, EN4-9E	EN4-1A, EN4-4B, EN4-5C, EN4-7D	EN4-1A, EN4-7D, EN4-8D, EN4-9E	EN4-4B, EN4-6C, EN4-7D, EN4-8D	
Weighting					
Total %	30	20	30	20	100

Year 7 Geography Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING

A student:

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

GE4-2 describes processes and influences that form and transform places and environments

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

GE4-4 examines perspectives of people and organisations on a range of geographical issues

GE4-5 discusses management of places and environments for their sustainability

GE4-6 explains differences in human wellbeing

SKILLS

A student:

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	Task 1	Task 2	
Nature of Task	Our Place, Our Plan & Skills Test	Landscapes & Landforms	
Timing	Term 3, Week 9	Term 4, Week 4	
Outcomes Assessed	GE4-1, GE4-3, GE4-6, GE4-7, GE4-8	GE4-1, GE4-2, GE4-5, GE4-7, GE4-8	
Component	Weighting %		
Knowledge and Understanding	30	25	55
Skills	30	15	45
Total %	60	40	100

Year 7 History Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING

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

SKILLS (HISTORICAL INQUIRY)

A student:

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

SKILLS (COMMUNICATION)

A student:

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	Task 1	Task 2	
Nature of Task	In Class Test – History Skills	Artefact – Mediterranean World	
Timing	Term 1, Week 6	Term 2, Week 5	
Outcomes Assessed	HT4-1, HT4-2, HT4-5, HT4-9, HT4-10	HT4-6, HT4-9, HT4-10	
Component	Weighting %		
Knowledge and Understanding	20	20	40
Skills (Historical Inquiry)	10	20	30
Skills (Communication)	10	20	30
Total %	40	60	100

Year 7 Home Economics Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING AND SKILLS

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

TE4-5AG 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

TE4-9MA 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

If studying Food Technology followed by Textiles

Task Number	Task 1	Task 2	
Nature of Task	Design Project & Folio (Food & Agricultural Technologies)	Design Project & Folio (Materials Technology)	
Timing	Sem 1: Term 1, Week 7 Sem 2: Term 3, Week 7	Sem 1: Term 2, Week 5 Sem 2: Term 4, Week 5	
Outcomes Assessed	TE4-1DP, TE4-2DP, TE4-3DP, TE4-6FO	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA	
Component	Weighting %		
Design and Production Skills	30	30	60
Knowledge and Understanding	20	20	40
Total %	50	50	100

If studying Textiles followed by Food Technology

Task Number	Task 1	Task 2	
Nature of Task	Design Project & Folio (Materials Technology)	Design Project & Folio (Food & Agricultural Technologies)	
Timing	Sem 1: Term 1, Week 7 Sem 2: Term 3, Week 7	Sem 1: Term 2, Week 5 Sem 2: Term 4, Week 5	
Outcomes Assessed	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA	TE4-1DP, TE4-2DP, TE4-3DP, TE4-6FO	
Component	Weighting %		
Design and Production Skills	30	30	60
Knowledge and Understanding	20	20	40
Total %	50	50	100

Year 7 Industrial Arts Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING AND SKILLS

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

TE4-7DI 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	Task 1	Task 2	
Nature of Task	Lidded Timber Box Project & Portfolio	LED Light – Acrylic Project	
Timing	Sem 1: Term 1, Week 10	Sem 1: Term 2, Week 4	
	Sem 2: Term 3, Week 10	Sem 2: Term 4, Week 5	
Outcomes Assessed	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA	
Component	Weighting %		
Design and Production Skills	40	30	70
Knowledge and Understanding	20	10	30
Total %	60	40	100

Year 7 Language Assessment Schedule

Outcomes

French

KNOWLEDGE AND UNDERSTANDING AND SKILLS

Communicating

A student:

LFR4-1C uses French to interact with others to exchange information, ideas and opinions, and make plans

LFR4-2C identifies main ideas in, and obtains information from texts

LFR4-3C organises and responds to information and ideas in texts for different audiences

LFR4-4C applies a range of linguistic structures to compose texts in French, using a range of formats for different audiences

Understanding

A student:

LFR4-5U applies French pronunciation and intonation patterns

LFR4-6U applies features of French grammatical structures and sentence patterns to convey information and ideas

LFR4-7U identifies variations in linguistic and structural features of texts

LFR4-8U identifies that language use reflects cultural ideas, values and beliefs

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	In Class Test - Accesses and obtains information from texts including Cognates, Dates, Greetings, Nationalities	Virtual Student Exchange: Composes a Biography about a French/Australian cultural Icon: Applies a range of linguistic structures Makes connections between cultural practises and language use	In Class Test - Organises and responds to information and ideas in texts to share information about pets and family members in a social setting	Interacts - to order food OR -discuss eating habits with a friend	
Timing	Term 1, Week 9	Term 2, Week 5	Term 3, Week 9	Term 4, Week 5	
Outcomes Assessed	LFR4-2C, LFR4-7U	LFLFR4-4C, LFR4-8U	LFR5-3C, LFR4-6U	LFR4-1C, LFR4-5U	
Weighting %					
Total %	20	25	30	25	100

Year 7 Mathematics Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING AND SKILLS

A student:

MA4-1WM communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols

MA4-2WM applies appropriate mathematical techniques to solve problems

MA4-3WM recognises and explains mathematical relationships using reasoning

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

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Annotated Test – Number, Integer, Angles	Open Book Test – Intro to Fractions, Decimals, Percentages	Assignment – Probability, Time, Indices	Common Test – Equations, Perimeter/ Circumference	
Timing	Term 1, Week 9	Term 2, Week 5	Term 3, Week 9	Term 4, Week 5	
Outcomes Assessed	MA4-3WM, MA4-4NA, MA4-18MG	MA4-1WM, MA4-5NA	MA4-8NA, MA4-15MG, MA4-21SP	MA4-8NA, MA4-10NA, MA4-12MG,	
Component					Weighting %
Working Mathematically	5	5	5	5	20
Number and Algebra	10	20	10	10	50
Measurement and Geometry	10			10	20
Statistics and Probability			10		10
Total %	25	25	25	25	100

Year 7 Music Assessment Schedule (Semester 1 and Semester 2 classes)

Outcomes

KNOWLEDGE AND UNDERSTANDING AND SKILLS

Performing

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

Composing

A student:

4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing

4.5 notates compositions using traditional and/or nontraditional notation

4.6 experiments with different forms of technology in the composition process

Listening

A student:

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

Values and Attitudes

A student:

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

Task Number	Task 1	Task 2	
Nature of Task	Performance & Listening	Performance & Composing	
Timing	Sem 1: Term 1, Week 9 Sem 2: Term 3, Week 9	Sem 1: Term 2, Week 5 Sem 2: Term 4, Week 5	
Outcomes Assessed	4.1, 4.2, 4.6, 4.7, 4.8	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9	
Component	Weighting %		
Performing	25	25	50
Composing		25	25
Listening	25		25
Total %	50	50	100

Year 7 Personal Development, Health and Physical Education (PDHPE) Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING

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

SKILLS

A student:

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	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Practical	Movie Review	Practical	Yearly Exam	
Timing	Term 2, Week 4	Term 2, Week 4	Term 4, Week 3	Term 4, Week 5	
Outcomes Assessed	PD4-1, PD4-5, PD4-10, PD4-11	PD4-1, PD4-2, PD4-9, PD4-10	PD4-4, PD4-5, PD4-10, PD4-11	PD4-2, PD4-6, PD4-7	
Component					Weighting %
Knowledge and Understanding	5	20	5	25	55
Skills	20	5	20		45
Total %	25	25	25	25	100

Year 7 Science Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING AND SKILLS

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

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Scenario based Research & Model Building – Separating Mixtures	In Class Test – Semester 1	Practical Task	In Class Test – Semester 2	
Timing	Term 1, Week 9	Term 2, Week 5	Term 3, Week 5	Term 4, Week 3	
Outcomes Assessed	SC4-7WS, SC4-8WS, SC4-9WS, SC4-17CW	SC4-7WS, SC4-17CW	SC4-5WS, SC4-6WS, SC4-9WS, (SC4-10PW or SC4-12ES)	SC4-7WS, SC4-10PW, SC4-12ES	
Component					Weighting %
Knowledge & Understanding	10	10	10	10	40
Planning & Conducting Investigations			20		20
Critical Thinking & Problem Solving	10	5		5	20
Communication	15		5		20
Total %	35	15	35	15	100

Year 7 Visual Arts Assessment Schedule (Semester 1 and Semester 2 classes)

Outcomes

KNOWLEDGE AND UNDERSTANDING AND SKILLS

Artmaking

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

Critical and historical studies

A student:

- 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	Task 1	Task 2	
Nature of Task	2D Collection of Works & Written Portfolio	3D Collection of Works & Critical and Historical Study	
Timing	Sem 1: Term 1, Week 9	Sem 1: Term 2, Week 6	
	Sem 2: Term 3, Week 9	Sem 2: Term 4, Week 5	
Outcomes Assessed	4.1, 4.6, 4.7	4.2, 4.5, 4.8	
Component	Weighting %		
Artmaking	35	35	70
Critical and historical studies	15	15	30
Total %	50	50	100

Year 7 Course Assessment Schedule Overview

TERM 1 2022										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
1 day only – No students					History	Home Ec	English	Language Mathematics Science Music Visual Arts	Ind.Arts	
TERM 2 2022										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
			Ind.Arts PDHPE	History Home Ec Language Mathematics Science Music Visual Arts		English				
TERM 3 2022										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
				Science		Home Ec	English	Geography Language Mathematics Music Visual Arts	Ind.Arts	
TERM 4 2022										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
		PDHPE Science	Geography	English Home Ec Ind.Arts Language Mathematics Music PDHPE Visual Arts						2 days only – No students

* Be sure to check your timetable to ensure you highlight the correct Music and Visual Arts assessments.