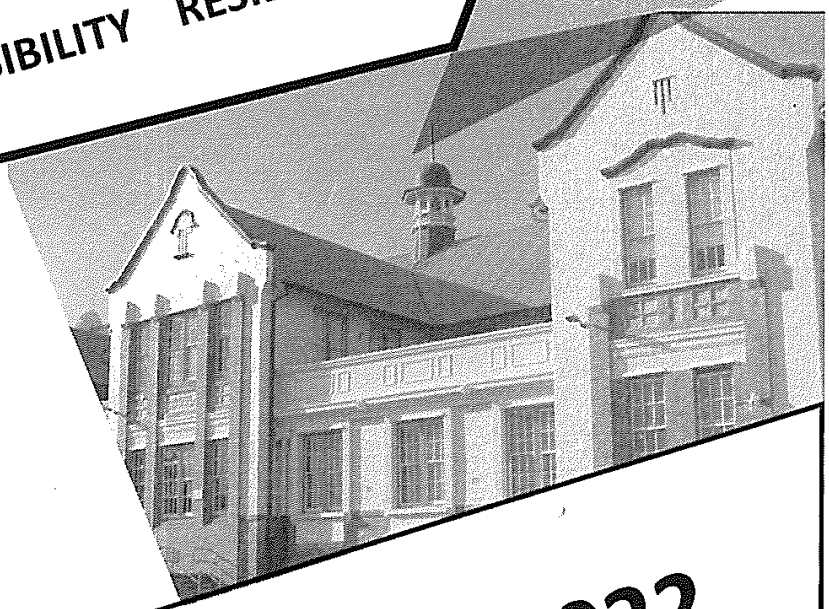
GOULBURN HIGH SCHOOL

RESPECT RESPONSIBILITY RESILIENCE



YEAR 7 ASSESSMENT SCHEDULE

2022

Introduction

The purpose of this handbook is to inform students and their parents of the Assessment Schedule for each subject in Year 7. The Assessment Schedule is a set of procedures that is supervised by the respective Head Teachers. Goulburn High School's assessment schedule is designed to measure, in a consistent and comparable manner, the achievement of all students undertaking a course.

Students will be asked to undertake many other tasks that do not form part of the Assessment Schedule, but which nevertheless help the teacher to make an assessment of their learning. Effective learning requires that all students seriously undertake all tasks set by their teachers. Assessment Tasks however, have a particular significance. Their purpose is to measure and identify what each student knows and can do in relation to the required outcomes in each Stage of the subjects being studied.

A careful examination of the Assessment Schedule for each subject allows students to plan their time to ensure that work is not left to the last minute. Successful planning is an important key to students achieving their highest potential.

I encourage all students and their parents to read through the handbook thoroughly. Students are expected to be aware of assessment procedures and rules and follow them.

Dates for the reporting of student progress throughout the year are also addressed in the handbook.

Mr Yogesh Mani
Principal

GOULBURN HIGH SCHOOL
YEAR 7
ASSESSMENT AND REPORTING POLICY
AND PROCEDURES 2022

Assessment

Preamble

The purpose of assessment is to provide information on student achievement and progress and to set the direction for ongoing teaching and learning.

What is Assessment?

Assessment of student learning involves describing student performance in relation to stated learning outcomes for each subject area. Providing appropriate quality learning programs for all Goulburn High School students is our principal core business. We are committed to implementing strategies that will address those stated outcomes.

What is the Purpose of Assessment?

Assessment provides information for students, teachers and parents to compare what is known and can be demonstrated against statewide standards.

Assessment takes many forms in the classroom:

- Formal and informal observation and discussion with students
- Formal assessment tasks
- Comparing evidence of achievement against other students
- Comparing evidence of achievement against syllabus standards.

Assessment provides vital information at the point of planning, along the way and at the end of a cycle, in preparation for the next teaching and learning cycle.

What is the K – 10 Curriculum Framework?

The K – 10 Curriculum Framework establishes the guidelines of the Education Standards curriculum for the compulsory years of schooling. Each subject syllabus clearly sets out outcomes and standards that show what students are expected to know and be able to do at each stage from Year 7 to Year 10. This provides the basis for realistic assessment and meaningful reporting of student achievement. Syllabuses can be accessed via the following link:

http://www.educationstandards.nsw.edu.au/

What is the Standards Framework?

The syllabus outcomes that are provided at each stage are used as a standards framework to monitor student learning. From time to time teachers will make judgements, on the basis of assessment evidence, about student achievement of syllabus outcomes and place them at the appropriate stage in the standards framework.

What is an Outcomes Focused Approach to Teaching and Learning and Assessment?

The learning outcomes make up the mandatory element of the curriculum framework. When teachers design and develop learning programs and units of work to suit the needs of their students, they ensure that these programs include learning opportunities and enriching experiences for their students that are aimed at achieving the outcomes set out in the syllabus. The outcomes and standards enable teachers to describe learning achievement and to be clear about the standards or levels of performance required of students as they progress through schooling.

Assessment Policy

Assessment Schedules

Each subject has an Assessment Schedule for the year. The schedule is a guide to enable students and teachers to plan their time in an efficient and effective manner. The Assessment Schedule is not fixed, as there are many reasons that a change may occur. If tasks are to change, students will be notified in writing.

Notification

Teachers will give a minimum of two weeks written notice to students in advance of a task being due. Students will be informed of the actual date due, the specific nature and value of the assessment task.

Non-Completion of an Assessment Task

- **Meeting Assessment Deadlines**

  Students are expected to complete **all** assessment work and submit it on the due date. Failure to do so will result in a zero mark unless the following conditions are met.

  Students who are unable to complete an assessment task due to illness MUST provide a note from home, a medical certificate or have a parent contact the respective Head Teacher on or before their return to school. Students who are unable to complete an assessment task due to **EXCEPTIONAL CIRCUMSTANCES or MISADVENTURE** must speak to the Head Teacher before the due date and negotiate a time to complete the task. In cases where this is not possible, students must present satisfactory documentation to the Head Teacher on the first day they return to school. The "Non-Completion of an Assessment Task" form must be used. This form can be found on page 7. The completed form must be given to the Assessment Coordinator ASAP. Misadventure circumstances are circumstances outside of the student's control but which can affect performance in an examination or the ability to submit an assessment task: eg death of a family member.

- **Exceptional Circumstances** are serious circumstances such as family illness or crisis.
  The final judgement of the validity or reason for failure to complete an assessment task rests with the principal.
  Exceptional circumstances **do not** include problems with computer technology, driving tests, sleeping in etc.

- **Involvement in Other School Activities**

  Students are expected to ensure that they are at school to complete assessment tasks and exams. A decision to participate in either school based or non-school based activities during school time must always be considered in the light of assessment deadlines. Students must inform their teacher prior to the due date if they will be absent for any reason on this date.

- **Problems with Computer Technology**

  Problems with computer technology are not exceptional circumstances and therefore cannot be used as reasons for not completing assessment work. Students must ensure that they back up their work and keep hard copies. In the assessment notification handed out two weeks before the task is due, the method of task submission will be clearly outlined.

- **Handing in Assessment Tasks**

  Teachers will mark in their own records when a task is issued, received and handed back to each student. Students will sign an assessment task receipt page when an assessment task is issued, and where necessary sign again when the task is submitted. This receipt page will be kept as a record by the KLA Head Teacher. This process is beneficial to the student as it provides verification that work has been submitted on time. If the work is emailed, students should ensure that they request email notification to indicate that the message has been received.

- **Scheduling of Tasks**

  Students will be given at least two weeks' written notice of the precise due date for an assessment task.
  Non-assessment periods will apply for one week prior to Half Yearly and Yearly examinations.
  Any change in the scheduling of tasks (type, value, date) will be communicated in writing to students.

- **Malpractice and/or Non-Serious Attempts**

  If a student is found to have committed an illegality in the preparation and submission of an assessment task, the Junior Review Panel will investigate all circumstances. Examples of illegality are: cheating during a test or task, copying another student's work, plagiarism, falsifying an explanation when a task has been submitted late or disrupting a class when a task or test is being completed. **Mobile phones and media players must be turned off during assessment tasks and examinations and kept in bags**.

  If after investigation, the student is found to have acted illegally, a zero mark will be awarded and a non-serious attempt recorded.

  If a student does not make a serious attempt at an assessment task, zero marks may be awarded. Frivolous or objectionable material may meet the same fate.

Evidence of dishonesty

Students who are proven to have been dishonest in completion of an assessment task will be awarded zero for that task. The task is to be attempted again and submitted and a zero mark will remain.

Plagiarism

Work copied from other students, books, pamphlets, the internet, etc. and submitted as original pieces of work, will be given zero. The student will be required to attempt the task again.

Appeals

Any student who believes they have been treated differently to other students, or that a mistake has been made, must bring this to the attention of their classroom teacher as soon as possible. Any student who believes that assessment procedures were not followed may make an appeal to the Head Teacher.

Satisfactory Course Completion Requirements

During the courses of study, students will be given many tasks that are designed to increase their knowledge and skills of the course material. It is important that all of these tasks are completed to the best of the student's ability, in order to obtain maximum benefit from the courses. Only some of the tasks that students complete will be assessable, but it is a requirement that students complete all set work, including homework, and submit it to the teacher on the due date.

Students must demonstrate to teachers that their effort and achievement are such that they have met the course requirements.

Satisfactory Attendance Record

Students who have an unsatisfactory attendance record run the risk of not meeting course requirements. Students who are likely to be absent from school for a significant period of time because of illness, injury, etc must notify their Year Adviser or contact the principal. Where possible, 'catch up work' will be set, in order for students to satisfactorily complete course requirements.

Homework

Homework is a valuable part of schooling as it allows for practising, extending and consolidating work done in class. As well, homework provides training for students in planning and organising time and helps them develop a range of skills in identifying and using information resources.

Students establish habits of study, concentration and self-discipline which will serve them for the rest of their lives.

From a parent's point of view, homework strengthens home-school links and reaffirms the role of parents as partners in education. It provides parents with insights into what is being taught in the classroom and the progress of their children.

As a guide, students in Year 7 should be undertaking between 20 to 40 minutes per night on homework during the school week.

GOULBURN HIGH SCHOOL

NON-COMPLETION OF AN ASSESSMENT TASK

(APPLICATION FOR SPECIAL CONSIDERATION FOR AN ACCIDENT / MISADVENTURE / ILLNESS / SPECIAL CIRCUMSTANCES)

PART A: **TO BE COMPLETED BY STUDENT**

To: Mr / Mrs / Miss / Ms _____

Head Teacher of subject: _____

Student's Name: _____

Class /subject: _____

Class Teacher: _____

Description of the task: _____

Due Date for Uncompleted Task: _____ (day) __ /__ /__

Delete one: I have been unable to

- complete the task on the required date (for in-school assessment tasks)
- submit the task by the required date (for assignments etc)

REASON

_____

_____

_____

Supporting documents are / are not attached eg. Doctor's Certificate

Student's Signature: _____

Parent / Guardian's Signature: _____ Date: __ /__ /__

PART B: **TO BE COMPLETED BY THE CLASS TEACHER / HEAD TEACHER BEFORE THE APPLICATION IS SUBMITTED**

Recommendation by Class Teacher / Head Teacher

Teachers are requested to write a recommendation with regard to this application. Alternatively, the teacher could refer this application to the Head Teacher or discuss it directly with the Assessment Coordinator.

_____

_____

_____

Class Teacher Signature: _____ Date: __ /__ /__

Head Teacher Signature: _____ Date: __ /__ /__

NOTE: Head Teacher KLA then passes the completed form onto the assessment coordinator.

PART C: **RECOMMENDATION OF ASSESSMENT COORDINATOR**

☐ Same task to be completed

☐ Estimate based on all other assessment tasks

☐ Estimate based on substitute task being set and completed

☐ Extension of time granted until _____

☐ Zero mark to be given

☐ Show as non-attempt: N Determination Warning to be issued

☐ Other _____

Signature of Assessment Coordinator: _____

Date: __ /__ /__

(Office: 3 copies, original to DP, Faculty, Class Teacher, student)

Reporting

What is reporting?
Reporting is the process of identifying, gathering and interpreting information gained from the assessment process about student achievement and progress.

What is the purpose of reporting?
The purpose of reporting is to support teaching and learning by providing feedback to students, parents and teachers. Students' learning achievements and progress are also reported to other schools and to employers.

Board of Studies, Teaching & Educational Standards General Performance Descriptors

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

Where a student is deemed **Unsatisfactory** it indicates that the student has failed to meet one or more of the following requirements:

(a) **followed** the course developed and endorsed by the Board of Studies, Teaching & Educational Standards, and
(b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
(c) **achieved** some or all of the course outcomes.

Rules for Examinations

The usual rules for examinations will apply.
In particular these should be noted:

There will be no talking in the examination room.

Students will not engage in any behaviour that will distract other students or distract the examination supervisors.

Students are to remain in the examination room for the entire duration of their specific exam.

At the end of an examination students are to remain at their desk until it has been inspected for graffiti.

Students should use toilet facilities before an examination begins so that they will not need to request to use them during an examination.

No food is to be consumed in the examination rooms unless Special Provisions have been approved.

Water is the only drink allowed during an examination.

Answers are to be written on the paper provided.

Students are to ensure that they bring all required equipment to an examination.

Pencil cases will not be permitted in the examination room.

No electronic devices will be permitted in the examination room.

Students are to wear FULL school uniform for examinations.

ASSESSMENT CALENDAR 2022

Term 1 Week	Assessment Tasks due each week
Week 1B	
Week 2A	
Week 3B	
Week 4A	
Week 5B	History
Week 6A	
Week 7B	Language
Week 8A	Mathematics, Mandatory Technology, Visual Arts
Week 9B	Science
Week 10A	English, History
Week 11B	

Term 2 Week	Assessment Tasks due each week
Week 1A	
Week 2B	
Week 3A	
Week 4B	
Week 5A	Mathematics, Science, PD/H/PE
Week 6B	Language, Visual Arts
Week 7A	History
Week 8B	Mandatory Technology
Week 9A	
Week 10B	English

Term 3 Week	Assessment Tasks due each week
Week 1A	
Week 2B	
Week 3A	
Week 4B	Geography
Week 5A	Language
Week 6B	Science
Week 7A	
Week 8B	Mathematics, Mandatory Technology
Week 9A	
Week 10B	English, Geography

Term 4 Week	Assessment Tasks due each week
Week 1A	
Week 2B	
Week 3A	Language
Week 4B	English, PD/H/PE
Week 5A	English, Mathematics, Science
Week 6B	Geography
Week 7A	
Week 8B	Mandatory Technology
Week 9A	
Week 10B	English

English

Task	Due	Weight
Module 1: Identity	Term 1, Week 10	25%
Module 2: Media and the truth	Term 2, Week 10	25%
Module 3: Visual storytelling	Term 3, Week 10	25%
Module 4: Poetry & Drama	Term 4, Week 4 / 5	25%
	TOTAL	**100%**

NOTE:

- Assessment tasks must be completed and submitted on time.
- ALL classwork must also be completed satisfactorily in order to meet course outcomes and requirements.

English Outcomes

A student:

EN4-1A	responds to and composes text 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 relationship within it
EN4-8D	identifies, considers and appreciates cultural expression in texts
EN4-9E	uses, reflects and assesses their individual and collaborative skills for learning

Mathematics

	Task Description	Due	Comment
Semester 1	**Term 1** **Common in-class topic test(s)** (Examination content will be based on completed topics up to examination date)	Term 1, Week 8	15% Results are used to report outcomes on student report
	Term 2 **Common in-class examination – calculator allowed** (This examination will cover all topics covered in the semester)	Term 2, Week 5	20% Results are used to report outcomes on student report
	Mathematical Investigation	Ongoing	10% Result is reported via a report outcome
	Class Mark	Ongoing	5% Result is reported via a report outcome
Semester 2	**Term 3** **Common in-class topic test(s) – calculator allowed** (Examination content will be based on completed topics up to examination date)	Term 3, Week 8	15% Results are used to report outcomes on student report
	Term 4 **Common in-class examination – calculator allowed** (This examination will cover all topics covered in the year)	Term 4, Week 5	30% Results are used to report outcomes on student report
	Class Mark	Ongoing	5% Result is reported via a report outcome

Mathematics Outcomes

Working Mathematically

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

Number and Algebra

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

Measurement and Geometry

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

Statistics and Probability

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

SEMESTER 1

COURSE OUTCOMES	REPORT OUTCOMES	WEIGHTINGS %	TASK 1 DUE Week 9 Term 1 TASK TITLE **Practical**	TASK 2 DUE Week 5 Term 2 TASK TITLE **Research**	↓ WEIGHTING % →
SC4-6WS	Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually.	**20%**	20%		
SC4-7WS	Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions.	**20%**		20%	
SC4-9WS	Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.	**20%**	10%	10%	
SC4-14LW	Relates the structure and function of living things to their classification, survival and reproduction.	**20%**	20%		
SC4-16CW	Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles	**20%**		20%	
MARKS		**100%**	**50%**	**50%**	**TOTAL VALUE %**

NB: Due dates are a guide. Assessment notification will provide specific dates for each class.

Science 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

Science

SEMESTER 2

COURSE OUTCOMES	REPORT OUTCOMES	WEIGHTINGS %	TASK 1	TASK 2	WEIGHTING % → ←
			DUE Week 6 Term 3	DUE Week 5 Term 4	
			TASK TITLE **Processing**	TASK TITLE **Exam**	
SC4-1VA	Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them.	**10%**		10%	
SC4-4WS	Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge.	**25%**	25%		
SC4-8WS	Selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems	**25%**	25%		
SC4-10PW	Describes the action of unbalanced forces in everyday situations	**20%**		20%	
SC4-12ES	Describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system	**20%**		20%	
MARKS		**100%**	**50%**	**50%**	**TOTAL VALUE %**

NB: Due dates are a guide. Assessment notification will provide specific dates for each class.

Science 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

HSIE

	Task	Outcomes	Due	Weighting
SEMESTER 1 History	‘What is History’ Test	HT4-1, HT4-2, HT4-3, HT4-9	Term 1, Week 5	**25%**
	Ancient Egypt Perozzi Task	HT4-1, HT4-5, HT4-9, HT4-10	Term 1 Week 10	**30%**
	Ancient China Essay	HT4-4, HT4-6, HT4-8, HT4-9	Term 2, Week 7	**35%**
	Class Participation		Ongoing	**10%**
				100%

	Task	Outcomes	Due	Weighting
SEMESTER 2 Geography	Literacy and Skills Test	GE4-5, GE 4-6, GE4-8	Term 3, Week 4	**25%**
	Landscape Factsheet and Diorama	GE4-2, GE4-3, GE4-4, GE4-7,	Term 3 Week 10	**30%**
	Place and Liveability Fieldwork and Report	GE4-1, GE 4-7, GE 4-8, GE4-9	Term 4, Week 6	**35%**
	Class Work	Various	Ongoing	**10%**
				100%

HSIE Outcomes

Geography Outcomes

GE4-1 locates and describes the diverse features and characteristics of a range of places and environments
GE4-2 describes processes and influences tat 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
GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry
GE4-8 communicates geographical information using a variety of strategies

History Outcomes

HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past
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
HT4-8 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

Language (French)

Students will complete a range of in class tasks and quizzes during each unit. Students will then be assessed in the areas of Reading, Writing, Speaking, Listening and Cultural Understanding at the conclusion of each unit studied.

Task	Due	Weight
Unit 1: Greetings and introductions.	Term 1, Week 7	25%
Unit 2: Talking about yourself and others.	Term 2, Week 6	25%
Unit 3: Talking about your family.	Term 3, Week 5	25%
Unit 4: Talking about pets and other animals.	Term 4, Week 3	25%
	TOTAL	**100%**

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
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

Music

	Task	Due	Weighting
Semester 1	Aural	Term 1, Week 7	25%
	Performance	Term 2, Week 5	25%
Semester 2	Composition	Term 3, Week 6	25%
	Performance	Term 4, Week 5	25%
		TOTAL	**100%**

Course 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 or 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

PD/H/PE

Components (Syllabus)	Weightings (Syllabus) %	Task 1	Task 2	Task 3	Task 4
		Description of task: **Cross Country & Athletics**	Description of task: **Half-Yearly Exam**	Description of task: **Winter Games**	Description of task: **Yearly Exam**
		Date Due Ongoing Terms 1 & 2 2022	Date due: Week 5 Term 2 2022	Date Due Ongoing Terms 3 & 4 2022	Date Due Week 4 Term 4 2022
Knowledge and understanding	**40%**		40%		40%
Skills and Participation	**60%**	60%		60%	
MARKS	**100% Each Semester**	**60%**	**40%**	**60%**	**40%**
OUTCOMES ASSESSED BY THE TASK		PD4-4, PD4-5	PD4-9, PD4-10	PD4-4, PD4-5	PD4-6, PD4-7

PD/H/PE Outcomes

A student:

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
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

Mandatory Technology

Components (Syllabus)	Task 1	Task 2	Task 3	Task 4	Weightings (Syllabus) %
	Rotation 1	Rotation 2	Rotation 3	Rotation 4	
	Due Date: Term 1 Week 8	**Due Date:** Term 2 Week 8	**Due Date:** Term 3 Week 8	**Due Date:** Term 4 Week 8	
	Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP	**Outcomes:** TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP	**Outcomes:** TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP	**Outcomes:** TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP	
Theory	10%	10%	10%	10%	**40%**
Practical	15%	15%	15%	15%	**60%**
Total	**25%**	**25%**	**25%**	**25%**	**100%**

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

VISUAL ARTS

	Syllabus Outcomes	Report Outcomes	Final Grade Weightings	Task 1 Due: Week 8 Term 1 Fantasy Drawing and Description	Task 2 Due: Week 6 Term 2 Appropriation Post card and Fan Letter
Semester 1	4.1 4.6	Uses a range of strategies, materials and techniques to make artworks.	**30%**	30%	
	4.2 4.7	Explores historical and critical relationships between artists and artworks.	**30%**		30%
	4.3 4.8	Selects and makes artworks that involves some understanding of the frames	**0%**		
	4.4 4.9	Uses the world as a source of ideas and recognises that art can be interpreted from different viewpoints.	**20%**	20%	
	4.5 4.10	Recognises Art criticism and history can be used to add meaning to artworks	**20%**		20%
	Marks		**100%**	**50%**	**50%**

	Syllabus Outcomes	Report Outcomes	Final Grade	Task 3 Due: Week 8 Term 3 Australian Lino Print and Description	Task 4 Due: Week 5 Term 4 Pop Art Artwork and Description
Semester 2	4.1 4.6	Uses a range of strategies, materials and techniques to make artworks.	**70%**	35%	35%
	4.2 4.7	Explores historical and critical relationships between artists and artworks.	**0%**		
	4.3 4.8	Selects and makes artworks that involves some understanding of the frames	**15%**		15%
	4.4 4.9	Uses the world as a source of ideas and recognises that art can be interpreted from different viewpoints.	**15%**	15%	
	4.5 4.10	Recognises Art criticism and history can be used to add meaning to artworks	**0%**		
	Marks		**100%**	**50%**	**50%**

Visual Arts Outcomes

A student:

4.1 uses range of strategies, materials and techniques to make artworks
4.2 explores historical and critical relationships between artists and artworks
4.3 selects and makes artworks that involves some understanding of the frames
4.4 uses the world as a source of ideas and recognizes that art can be interpreted from different viewpoints
4.5 recognizes Art criticism and history can be used to add meaning to artworks
4.6 uses range of strategies, materials and techniques to make artworks
4.7 explores historical and critical relationships between artists and artworks
4.8 selects and makes artworks that involves some understanding of the frames
4.9 uses the world as a source of ideas and recognizes that art can be interpreted from different viewpoints
4.10 recognizes Art criticism and history can be used to add meaning to artwork