



**STAGE 4**

**YEAR 7**

**ASSESSMENT HANDBOOK**

**2021**

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## **INTRODUCTION**

The purpose of this Assessment Handbook is to provide information to parents / carers and students regarding their studies in Stage 4. Students who satisfactorily complete Stages 4 and 5 are awarded the Record of Achievement (RoSA).

## **STAGE 4 (YEAR 7 & 8) - SCHOOL ASSESSMENT POLICY**

### **What is “Assessment”?**

1. The Assessments for a particular course are intended to measure the students’ achievement relative to defined standards.
2. The use of achievement measures throughout the course is seen as serving three purposes:
  - (a) It enables consideration to be given to aspects of the course, the attainment of which can best be demonstrated over time, e.g., practical skills
  - (b) It caters for any ‘self-contained’ elements such as fieldwork, which occur as an isolated part of the course.
  - (c) It increases the accuracy of the final Assessment of the students’ achievement by utilising multiple measures.
3. Assessment is to encompass syllabus objectives only.
4. Students who fail to complete Assessment or homework Tasks will have a Non-Submission Form sent home. These will be filed by class teachers and copies handed to the Studies Coordinator and Assistant Principal, to enable monitoring of performance.
5. Unless otherwise specified, student will have until 3.30pm on the due date to submit Assessment Tasks.

# Responsibilities

1. It is the **responsibility of the College** to:

- a) Conduct sound Assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding
- b) Develop quality Assessment Tasks and well-constructed marking guidelines
- c) Provide effective feedback to students in relation to their strengths and weaknesses and areas for improvement
- d) Develop an Assessment schedule for each subject and to inform students of which essays, assignments, tests, Examinations, field studies, tutorials, etc. or parts thereof, will contribute to the Assessment grade submitted to the NSW Education Standards Authority (NESA) for each subject. This schedule identifies the term and week of a task, but it is not a calendar of events. Teachers give notice of specific dates two weeks prior to when a task is due.
- e) Schedule the various Assessment Tasks throughout the course and ensure that such tasks cover the range of components specified by NESA.
- f) Collate such information as is necessary to provide a comprehensive guide for students at the College's requirements for Assessment in each subject.

2. It is the **responsibility of each student** to:

- a) Be aware of the various Assessment instruments (essays, presentations etc.). This will involve reading this booklet carefully and managing their own schedule.
- b) Know the date on which Assessments are due. For all Assessment Tasks, students will be supplied with an Assessment schedule at the beginning of the course. Their teacher must give at least two weeks prior to the task of any changes to these dates to students, in writing.
- c) Ensure that all work is submitted by the due date. Failure to submit required work must be accompanied by an **ACCEPTABLE** reason and be submitted **in writing** to the relevant Leader of Learning. Poor organisation of time and/or social events is **NOT** considered acceptable. IT hardware problems, such as printers running out of ink, will not be accepted as an excuse. Students **are required to back up all work onto a USB stick so that work can be printed if necessary, at school.**
- d) Notify class teachers if other College commitments e.g., sport, debating, clash with assessable dates by completing the appropriate form - **Application to complete Assessment Task on alternative date. (Form B)**
- e) If absent on the day an Assessment Task is given, ensure he / she collect a copy of the task from the appropriate teacher on return. Students cannot assume an automatic extension – application must be made.
- f) **HOLIDAYS may not be** considered a valid reason for failure to complete Assessment Tasks, particularly during the End of Year Examination period. Determinations regarding holidays as a reason will be made by the College Assessment Committee.
- g) Use the feedback from teachers as the basis for improvement; this may mean that a student needs to discuss their progress individually with the teacher.

Students will be given their raw mark for each Assessment Task. Any queries about raw marks may only be made **at this time**. These raw marks are combined in accordance with the weightings given later in this booklet.

The Semester 1 and Semester 2 School Report will indicate a student's progress to date with an A to E rating.

# Absence and Misadventure Policy

1. Students absent from an Assessment Task, Examinations, during the period of a long-term task, or the day a task is due **MUST PRODUCE** a suitable written explanation for the absence. This written explanation must be an acceptable reason. Students or parents **MUST** contact the school office indicating absence on the days of Assessment.

The following are acceptable reasons:

a) **Absent due to illness**

For all absences due to illness a medical certificate is required covering the period of absence.

(**FORM A** – Absence from Assessment Task.)

The following conditions apply:

- (i) The doctor must sign the condition **ON, OR** prior to the day of Assessment or date the Assessment is due. (see note below)
- (ii) The certificate must cover the period of Assessment (dates must appear on the certificate.)
- (iii) Post-dated certificates **WILL NOT** be accepted.
- (iv) The task must be completed immediately on return to school.
- (v) If you are absent on and after the due date of the Assessment the medical certificate must indicate what day you are fit to return to College.

**NOTE:** *The College recognises that with the shortage of Doctors it may be that a student cannot obtain an appointment on the day of the Assessment Task. If this phenomenon occurs, then a parental note will be accepted (provided the reason is deemed reasonable). However, if a second incident of illness occurs a Doctor's Certificate is required.*

b) **Absent due to an acceptable unforeseen circumstances (e.g. funeral)**

A letter addressed to the Assistant Principal Secondary explaining the circumstances will be required. The Assistant Principal is the sole arbiter of the acceptability of the reason.

**Absent due to an acceptable school activities (e.g. Representative sport, debating etc)**

The Assistant Principal Secondary determines that the activity warrants a change of circumstance for an approved College Representation. The student will need to submit the appropriate form (Form B) to the subject teacher **PRIOR** to the day of Assessment.

**Absent due to other acceptable reasons (e.g. granted leave see ACE 11.5.1.1)**

All other circumstances must be applied in writing to the Assistant Principal Secondary who will determine if the reason is to be accepted. If the reason is considered acceptable then **Form B** must be submitted to the subject teachers(s) for each missed task **PRIOR** to the Assessment.

N.B. FAMILY HOLIDAYS, PARTICULARLY DURING SCHEDULED EXAMINATION WEEK IN TERM 4, MAY NOT BE ACCEPTED AS A SUITABLE REASON FOR BEING ABSENT. STUDENTS ARE STRONGLY DISCOURAGED FROM TAKING HOLIDAYS DURING THIS TIME.

If the reason is **NOT** accepted, the procedure for late submission will apply.

## **LATE SUBMISSION PENALTY**

Students are expected to submit the task on the due date; however, penalties will apply if a valid reason for non-submission is not forthcoming – these are as follows – **20% for each of the first two days late, then a score of Zero.**

If an **acceptable** absence occurs during the period of an extended Assessment Task (e.g., project, assignment etc) an extension of the due date can be applied for. Extensions are not automatic. If granted, the extension may be pro-rata, that is, three school days sickness may warrant three school days extension. The granting of an extension will be communicated to the student in writing on FORM B.

### **Students returning after absence with an acceptable reason**

The subject teacher and Leader of Learning will advise the Assistant Principal Secondary who will determine whether:

to allow you to complete the original task.

complete a substitute task; or

an estimate based on appropriate evidence will be given (this will only occur in exceptional circumstances).

### **Misadventure**

Students may lodge an illness/misadventure appeal if they believe that circumstances occurring immediately before or during a formal school Assessment Task, and which were beyond their control, diminished their assessment performance.

### **Cheating and dishonesty**

Cheating during Examination type tasks will usually result in the cancellation of the paper in whole or part and a zero-mark awarded for the paper or part. Likewise, proven dishonesty in relation to other Assessment Tasks will result in a zero mark.

### **Plagiarism is a form of proven dishonesty**

Directly or indirectly copying information from a text, internet or other source, including a classmate, is plagiarism. All Assessment work – assignment, research, multimedia presentation, etc, must be referenced appropriately. Acceptable referencing procedures can be found in the College Diary. If unsure, students should check with their teacher. Proven dishonesty in relation to Assessment Tasks will result in a zero mark.

# Submission of Assessment Tasks

- 1 Date/Lesson of Submission. The written Assessment Notice provided by a subject teacher to students will identify the due date for submission of a particular task. If a task is due during a particular lesson, this will be indicated on the initial Assessment Task Notice.

Unless specified otherwise, all tasks will be due by 3.30 pm on the due date.

- 2 Method of Submission. In the first instance Assessment Tasks should be handed in to the subject teacher who will sign off that the task has been received.

If a task is to be submitted to the office, IT IS THE STUDENT'S RESPONSIBILITY to ensure that the task is handed to the Student Services Officer and signed off by both the Student Services Officer and the student

No responsibility will be taken for tasks which are not signed off by Student Services.

*IN ALL INSTANCES STUDENTS SHOULD ENSURE THAT A BACKUP COPY IS KEPT ON A USB STICK OR AS A HARD COPY.*

*UNLESS SPECIFICALLY INSTRUCTED BY THE TEACHER, STUDENTS SHOULD NOT EMAIL ASSESSMENT TASKS.*

*FAILURE OF EMAIL OR ANY OTHER FORM OF TECHNOLOGY, IS NOT ACCEPTED AS A REASON FOR LATE SUBMISSION.*

## SPECIAL NOTES

**Any failure to hand in a task on the due date calls for submitting either:**

- **FORM A: Absence from Assessment Task.**
- **FORM B: Application to complete on an Alternate Date**  
(regardless of whether you believe the reason will be accepted).
- **Students or parents must contact the College Office on the day of a task if the student is absent.**
- **Extensions are applied for in writing and the result will be communicated back to the student in writing also on FORM B.**

## SCHOOL REVIEW OF ASSESSMENTS

Students are not entitled to seek a review of teachers' judgments of the worth of individual performance in assessment tasks. The marks or grades awarded for individual tasks will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned to the student.

In conducting an Assessment review, it is necessary for the school to ascertain whether:

- (a) the weightings specified by the school in its Assessment program conform with the NESA's requirements as detailed in the syllabus packages.
- (b) the procedures used by the school for determining the final Assessment mark conform with its stated assessment program – in particular, the weightings used for the various Assessment Tasks should be consistent with those specified in the Assessment program.
- (c) there are no computational or other clerical errors in the determination of the Assessment mark.

Provided the school is satisfied that these conditions have been met, no change to the Assessment will be made.

## Further Information

Further information on aspects of the Assessment process may be obtained from the NSW Education Standards Authority (NESA), the Assistant Principal Secondary, or, for specific queries, from the Studies Coordinator.

Students may also access the NESA website: <http://educationstandards.nsw.edu.au>

Students at St Catherine's Catholic College **MUST** have **ALL** official College letters regarding **leave, absence, permission notes and forms** signed by either parent /guardian.



# What Happens When

## YOU ARE ABSENT DUE TO ILLNESS

- (a) **Notify the College office on the day of the task for which you will be absent.**
- (b) Obtain **FORM A** from Student Services at the College upon the first day of your return.
- (c) Complete **Form A** and **attach the Medical Certificate** (where possible).
- (d) Submit this to your subject teacher within two days of return.
- (e) Notify your subject teacher at the beginning of the day you return, to arrange when you will complete the task.

## YOU ARE ABSENT DUE TO ACCEPTABLE UNFORESEEN CIRCUMSTANCES

- (a) **Notify the College office on the day of the task that you will be absent.**
- (b) Obtain **Form A** from Student Services at the College upon the first day of your return.
- (c) Complete **Form A** and **attach the letter addressed to the Assistant Principal explaining the circumstances in detail.**
- (d) Submit this to your subject teacher within two days of return.
- (e) Notify your subject teacher at the beginning of the day you return to arrange when you will complete the task.

## ALL OTHER ABSENCES - as these will be known prior to the event.

- (a) Obtain **Form B** from Student Services at the College.
- (b) Complete **Form B** and **attach the letter addressed to the Assistant Principal Secondary, explaining the circumstances in detail.**
- (c) Submit this to your subject teacher **prior** to the due date of the task.

## YOU FAIL TO SUBMIT AN ASSESSMENT TASK

If you –

- (a) fail to submit an Assessment Task; or,
- (b) do not have an acceptable reason to not complete an Assessment Task by the due date,

Then, your teacher will complete a **FAILURE TO SUBMIT AN ASSESSMENT TASK (FORM C)**, to notify you and your parents.

### 1) YOU SUBMIT AN ASSESSMENT TASK JUDGED TO BE A NON-SERIOUS ATTEMPT

If your Assessment Task is determined to not be of an acceptable standard, your teacher will complete a **'NON-SERIOUS ATTEMPT' (Form D)**, to notify you and your parents.

**FORM A**

**ABSENCE FROM ASSESSMENT TASK**

**NB: a new form is required for each subject requiring attention**

**SECTION ONE: To be completed by student immediately upon returning to school. Form MUST be handed in on second day back**

NAME: \_\_\_\_\_ PASTORAL GROUP: \_\_\_\_\_

SUBJECT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

TASK NUMBER: \_\_\_\_\_

NATURE OF TASK: \_\_\_\_\_

(e.g., Exam, research activity, topic test, practical, fieldwork, etc)

**REASON FOR ABSENCE:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Copy of medical certificate should be attached, if possible, and student is absent due to illness)

Parent's/Guardian's signature: \_\_\_\_\_

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

**SECTION TWO: To be completed by Teacher**

ACTION TAKEN: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Teacher's signature \_\_\_\_\_

Studies Coordinator's signature \_\_\_\_\_ Date: \_\_\_\_\_

Comment:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Copy to be kept on file by Leader of Learning

Copy to Assistant Principal – Secondary.

**FORM B**

**APPLICATION TO COMPLETE AN ASSESSMENT TASK  
ON ALTERNATE DATE**

**NB: a new form is required for each subject requiring attention**

**SECTION ONE: To be completed by student prior to due date**

NAME: \_\_\_\_\_ PASTORAL GROUP: \_\_\_\_\_

SUBJECT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

TASK NUMBER: \_\_\_\_\_

NATURE OF TASK: \_\_\_\_\_  
(e.g., Exam, research activity, topic test, practical, fieldwork, etc)

ORIGINAL DATE DUE: \_\_\_\_\_

REASON FOR CHANGE:  
\_\_\_\_\_  
\_\_\_\_\_

Parent's/Guardian's signature: \_\_\_\_\_

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

**SECTION TWO: To be completed by Teacher**

DETAILS OF ALTERNATE ARRANGEMENT/ DATE PROPOSED: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

RECOMMENDATIONS/APPROVAL/CONDITIONS: \_\_\_\_\_  
\_\_\_\_\_

Teacher's signature \_\_\_\_\_

Leader of Learning's signature \_\_\_\_\_

Assistant Principal Secondary Signature \_\_\_\_\_ Date: \_\_\_\_\_

Comment: \_\_\_\_\_  
\_\_\_\_\_

**INDIVIDUAL**

**COURSE**

**DETAILS**

|  |   |
|--|---|
| <b>SUBJECT:</b> _____                    | <b>AUSTRALIAN HISTORY &amp; GEOGRAPHY</b> |
| <b>YEAR 7 ASSESSMENT RECORD for 2021</b> |   |
| <b>Teachers:</b> _____                   | <b>Mrs D Lucas, Mrs M O’Nions</b>         |
| <b>Co-ordinator:</b>                     | <b>Mrs F Feeney</b>                       |

### OVERVIEW

In these subject areas, students gain an appreciation and enjoyment of the past, as well as developing an interest in the interaction of the physical and human environments.  
Each subject is studied as a separate unit. Geography is covered in Semester 1 and History in Semester 2.

### TOPICS COVERED

#### HISTORY

Depth Study 1: Investigating the Ancient Past (core)  
Depth Study 3: The Asian World  
Depth Study 2: The Mediterranean World

#### GEOGRAPHY

Landscapes and Landforms  
Place and Liveability

### SKILLS TO BE DEVELOPED

#### History

Comprehension  
Analysis and use of sources  
Perspectives and interpretations  
Empathetic understanding  
Research  
Explanation & Communication

#### Geography

Acquiring Geographical information  
Processing geographical information  
Communicating Geographical information  
Participating as active and informed citizens

### Semester 1 - Geography

| Course Component<br>DATE  | Weight<br>% | Task 1                   | Task 2                           |
|---------------------------|-------------|--------------------------|----------------------------------|
|                           |             | Term 1 Week 7            | Ongoing                          |
| Tools & skills            | 40          | 10                       | 30                               |
| Knowledge                 | 50          | 30                       | 20                               |
| Communication             | 10          | 10                       |                                  |
| <b>TOTAL</b>              | <b>100</b>  | <b>50</b>                | <b>50</b>                        |
| Type of Task/Context Area |             | Research based           | Portfolio                        |
| <b>Outcomes</b>           |             | 4.1, 4.2, 4.3, 4.4, 4.10 | 4.2, 4.3, 4.5, 4.6, 4.7, 4.8 4.9 |

### Semester 2 - History

| Course Component<br>DATE  | Weight<br>% | Task 3                     | Task 4                                     |
|---------------------------|-------------|----------------------------|--|
|                           |             | Term 3 Week 9              | Ongoing                                    |
| Inquiry skills & research | 40          | 20                         | 20   |
| Knowledge & Understanding | 50          | 30                         | 20   |
| Communication             | 10          |                            | 10   |
| <b>TOTAL</b>              | <b>100</b>  | <b>50</b>                  | <b>50</b>                                  |
| Type of Task/Context Area |             | Investigating History      | Portfolio                                  |
| <b>Outcomes</b>           |             | HT4.1, HT4.5, HT4.6, HT4.8 | HT4.2, HT4.3, HT4.7, HT4.8<br>HT4.9 HT4.10 |

|  |  |
|--|--|
| <b>SUBJECT:</b> <u>      </u>          | <b>ENGLISH</b>                                 |
| <b>ASSESSMENT RECORD for 2021</b>      |  |
| <b>Teachers:</b> <u>          </u>     | <b>Ms A Partridge, Ms A Burns, Mrs R Price</b> |
| <b>Co-ordinator:</b> <u>          </u> | <b>Ms A Partridge and Mrs R Price</b>          |

### OVERVIEW

English classes will experience a wide range of texts, especially Australian literature. Students will respond to and compose a variety of texts and using a variety of language modes- reading, writing, speaking, listening and viewing and representing.

Students will study mandatory texts of fiction, poetry, drama, film, multimedia and internet sites. Students will also study texts which provide insights into Aboriginal, multicultural, everyday and workplace texts as well as a range of social, gender and cultural perspectives.

### SKILLS TO BE DEVELOPED

Students will develop skills, knowledge and understanding in order to:

- Speak, listen, read, write, view and represent
- Use language and communicate appropriately and effectively
- Think in ways that are imaginative, interpretive and critical
- Express themselves and their relationships with others and the world
- Learn and reflect on their learning through their study of English

| <b>Course Component</b>  | <b>Syllabus weighting %</b> | <b>Task 1</b>                     | <b>Task 2</b>                    | <b>Task 3</b>  | <b>Task 4</b>   |
|--------------------------|-----------------------------|-----------------------------------|----------------------------------|--|---|
| <b>DATE</b>              |                             | Term 1<br>Week 10                 | Term 2<br>Wk 10                  | Term 3<br>Wk 8   | Term 4<br>Wk 5  |
| Our Crazy Lives          | 25                          | 25                                |                                  |  |   |
| I'm With the Bears       | 25                          |                                   | 25                               |  |   |
| Great Southern Land      | 25                          |                                   |                                  | 25   |   |
| Myths & Legends          | 25                          |                                   |                                  |  | 25  |
| <b>TOTAL</b>             | 100                         | 25                                | 25                               | 25   | 25  |
| <b>Outcomes assessed</b> |                             | 2, 3, 7, 8                        | 1, 5, 6, 7                       | 1, 4, 8, 9   | 1, 3, 5, 8  |
| <b>Type of Task</b>      |                             | Analytical<br>Writing<br>In Class | Multimodal<br>Discursive<br>Vlog | Imaginative Writing<br>and Reflection<br>Justification | Examination-<br>Reading<br>Comprehension<br>and Analytical<br>Writing |

|                                   |                                       |
|-----------------------------------|---------------------------------------|
| <b>SUBJECT:</b> _                 | <b>LOTE – JAPANESE</b>                |
| <b>ASSESSMENT RECORD for 2021</b> |                                       |
| <b>Teacher:</b> _____             | <b>Mrs L Horsburgh</b>                |
| <b>Co-ordinator:</b> _____        | <b>Ms A Partridge and Mrs R Price</b> |

#### OVERVIEW

The study of a Language Other Than English (LOTE) in Year 7 provides an exciting opportunity for students to learn relevant and practical communicative skills in Japanese to a high level of proficiency.

The course focuses on developing competency in all language skills (speaking, listening, reading and writing). Students learn language which enables them to exchange information on a variety of focus topics. Students will learn how subtle language changes reflect relationships and respect. Students will create digital bilingual resources and engage in collaborative activities with students. Cultural information includes the unique traditions, geography and contemporary trends.

#### TOPICS COVERED

- |                                 |   |
|---------------------------------|---|
| 1. Introduction to Japan        | 6. Asking and answering where people come from  |
| 2. Greetings, Self-Introduction | 7. Talking about family, describing people      |
| 3. Friends and family           | 8. Modes of transport, timetables, telling time |
| 4. Animals                      | 9. School subjects                              |
| 5. Numbers                      |   |

#### SKILLS TO BE COVERED

- |  |                          |
|--|--------------------------|
| • Forming sentences                                  | • Speaking               |
| • Writing Hiragana, basic Kanji and limited Katakana | • Cultural Understanding |
| • Reading and Responding                             |                          |
| • Listening and Responding                           |                          |

#### Semester 1 – 50% of total overall result.

| Course Component<br>DATE  | Weight<br>% | Task 1                             | Task 2                            |
|---------------------------|-------------|------------------------------------|-----------------------------------|
|                           |             | Term 1 Week 8                      | Term 2 Week 5                     |
| Reading                   | 10          | 10                                 |                                   |
| Writing                   | 10          | 10                                 |                                   |
| Listening                 | 20          |                                    | 20                                |
| Speaking                  | 30          | 10                                 | 20                                |
| Cultural Understanding    | 30          | 20                                 | 10                                |
| <b>TOTAL</b>              | 100         | 50                                 | 50                                |
| Type of Task/Context Area |             | Digital Portfolio                  | Listening and answering questions |
| <b>Outcomes</b>           |             | LJA4-1C, LJA4-5U, LJA4-6U, LJA4-7U | LJA4-5U, LJA4-9U                  |

#### Semester 2 – 50% of total overall result.

| Course Component<br>DATE  | Weight<br>% | Task 3  | Task 4  |
|---------------------------|-------------|---|---|
|                           |             | Term 3 Week 9   | Term 4 Week 3   |
| Reading                   | 30          | 15  | 15  |
| Writing                   | 30          | 15  | 15  |
| Listening                 | 15          |   | 15  |
| Speaking                  | 15          |   | 15  |
| Cultural Understanding    | 10          | 10  |   |
| <b>TOTAL</b>              | 100         | 40  | 60  |
| Type of Task/Context Area |             | Written Examination                                     | Workbook  |
| <b>Outcomes</b>           |             | LJA4-2C, LJA4-4C, LJA4-6U, LJA4-7U,<br>LJA4-8U, LJA4-9U | LJA4-2C, LJA4-3C, LJA4-4C, LJA4-6U,<br>LJA4-7U, LJA4-8U |

|                                    |                                     |
|------------------------------------|-------------------------------------|
| <b>SUBJECT:</b> <u>      </u>      | <b>MATHEMATICS</b>                  |
| <b>ASSESSMENT RECORD for 2021</b>  |                                     |
| <b>Teachers:</b> <u>          </u> | <b>Mrs R Collins, Miss J Murray</b> |
| <b>Co-ordinator:</b> <u>      </u> | <b>Mrs R Collins, Miss J Murray</b> |

**OVERVIEW**  
The Stage 4 Mathematics Course aims to develop students' knowledge, skills and understanding of three Strands: Number and Algebra, Measurement and Geometry, Statistics and Probability.

Students are encouraged to begin to develop an appreciation and understanding of:

- The importance of mathematics as an essential and relevant part of life
- The links between mathematical ideas from varying context areas
- The use of mathematical language and terminology
- The use of technology in relation to mathematical ideas and applications.

All classes are studying Stage 4 units of work, which build upon knowledge and skills developed in Stage 3 Mathematics. The rate of progress through Stage 4 may vary according to the needs of individual students.

|                                       |                            |                              |
|---------------------------------------|----------------------------|------------------------------|
| <b>TOPICS COVERED</b>                 |                            |                              |
| Beginnings in Number                  | Probability                | Patterns and Algebra         |
| Angles                                | Perimeter, Area and Volume | Equations                    |
| Directed Numbers and the Number Plane | Percentages                | Symmetry and Transformations |
| Decimals                              | 2D and 3D Space            | Numbers and Indices          |
| Fractions                             | Statistics                 | Working Mathematically       |

| Course Component<br>DATE                     | Weight<br>% | Task 1  | Task 2                                      | Task 3   | Task 4   |
|--|-------------|---|---|--|--|
|  |             | Term 1 Formative Tasks<br>Weeks 2-9           | Term 2 Summative Task<br>Week 4             | Term 3 Formative Tasks<br>Weeks 2-9  | Term 4 Summative Task<br>Exam Period                       |
| Understanding, fluency and communication     | 60          | 15  | 5   | 15   | 25   |
| Problem solving, reasoning and justification | 40          | 10  | 10  | 10   | 10   |
| <b>TOTAL</b>                                 | 100         | 25  | 15  | 25   | 35   |
| Type of Task/Context Area                    |             | Class Work                                    | Investigative Assignment                    | Class Work   | Examination  |
| <b>Outcomes</b>                              |             | MA4-1WM, MA4-2WM, MA4-4NA, MA4-11NA, MA4-18MG | MA4-1WM, MA4-2WM, MA4-5NA, MA4-6NA, MA4-7NA | MA4-1WM, MA4-2WM, MA4-3WM, MA4-8NA, MA4-10NA, MA4-12MG, MA4-13MG, MA4-14MG | MA4-12MG, MA4-13MG, MA4-14MG, MA4-19SP, MA4-20SP, MA4-21SP |



|                      |  |
|----------------------|--|
| <b>SUBJECT:</b>      | <b>PERSONAL DEVELOPMENT, HEALTH &amp; PHYSICAL EDUCATION</b> |
|                      | <b>ASSESSMENT RECORD for 2021</b>                            |
| <b>Teachers:</b>     | <b>Mr M Edwards, Mrs L Sponberg, Mr T Rohr</b>               |
| <b>Co-ordinator:</b> | <b>Mrs L Sponberg</b>  |

**OVERVIEW**  
 PDHPE develops students' capacity to enhance personal health and well-being. It promotes their enjoyment of and commitment to an active lifestyle and to achieve confidence and competence in a wide range of physical activities.  
 Through PDHPE students develop knowledge, understanding, skills values and attitudes that enable them to advocate lifelong health and physical activity.

| <b>TOPICS COVERED</b>   | <b>PRACTICAL</b>  |
|---|---|
| <b>THEORY</b>   |   |
| <ul style="list-style-type: none"> <li>• Changes in My World</li> <li>• Who dares wins....in life</li> <li>• Relationships 101</li> <li>• Summer Fun</li> </ul> | <ul style="list-style-type: none"> <li>• Take the Initiative</li> <li>• "Fun"damentals</li> <li>• Move and Groove</li> <li>• Sun, Sweat and Sand</li> </ul> |

**SKILLS TO BE DEVELOPED**

- Self and Relationships – Students learn about sense of self, adolescence and change, and the nature of respectful relationships.
- Movement Skill and Performance – Students build upon fundamental movement skills and explore the elements of composition.
- Individual and Community Health – Students explore a variety of health issues, including mental health, healthy food habits, sexual health, drug use and road safety.
- Lifelong Physical Activity – Students develop an understanding of a balanced lifestyle and factors that influence their participation in physical activity.

| <b>Course Component</b>   | <b>Syllabus weighting %</b> | <b>Task 1</b>     | <b>Task 2</b>                     | <b>Task 3</b>           | <b>Task 4</b>                                 |
|---------------------------|-----------------------------|-------------------|-----------------------------------|-------------------------|---|
| <b>DATE</b>               |                             | Term 1<br>Week 10 | Term 2<br>Wk 5                    | Term 3<br>Wk 8          | Term 4<br>Wk 5                                |
| Managing Change           | 25                          | 25                |                                   |                         |   |
| Term 1&2 Formative Tasks  | 25                          |                   | 25                                |                         |   |
| Relationships             | 25                          |                   |                                   | 25                      |   |
| Term 3&4 Formative Tasks: | 25                          |                   |                                   |                         | 25  |
| <b>TOTAL</b>              | 100                         | 25                | 25                                | 25                      | 25  |
| <b>Outcomes assessed</b>  |                             | PD4.1, 4.2, 4.9   | PD 4.1, 4.2, 4.4, 4.9, 4.10, 4.11 | PD 4.1,4.2,4.3,4.9,4.10 | PD 4.1,4.2,4.3,4.4,4.5, 4.6,4.7,4.9,4.10,4.11 |
| <b>Type of Task</b>       |                             | Group Research    | Quiz, Class Work, Practical       | In Class Responses      | Quiz, Class Work, Practical                   |

|                                   |   |
|-----------------------------------|---|
| <b>SUBJECT:</b> _                 | <b>RELIGIOUS STUDIES</b>                            |
| <b>ASSESSMENT RECORD for 2021</b> |   |
| <b>Teachers:</b> _____            | <b>Mr P O'Toole/A Burns, C McBurney Mr D Thomas</b> |
| <b>Co-ordinator:</b> _____        | <b>Mr D Thomas</b>                                  |

### OVERVIEW

The classroom teaching of Religion aims at promoting knowledge and understanding of the traditions of the Catholic Community: its story, its experience and its teachings.

### TOPICS

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Faith Story Witness</li> <li>• The Hebrew Scriptures</li> <li>• Encountering Jesus</li> </ul> | <ul style="list-style-type: none"> <li>• Catholic Beliefs</li> <li>• Church History 1</li> </ul> |
|--|--|

### SKILLS TO BE DEVELOPED:

Skills in reading, writing, talking, listening and ICT

| Course Component<br>DATE  | Weight | Task 1                                 | Task 2        | Task 3                            | Task 4      |
|---------------------------|--------|--|---------------|-----------------------------------|-------------|
|                           |        | Term 1 Week 10                         | Term 2 Week 8 | Term 3 Wk 7                       | Term 4 Wk 5 |
| Faith Story Witness       | 10     | 10                                     |               |                                   |             |
| Catholic Beliefs          | 20     |  | 20            |                                   |             |
| Church History 1          | 30     |  |               | 30                                |             |
| Encountering Jesus        | 40     |  |               |                                   | 40          |
| <b>TOTAL</b>              | 100    | 10                                     | 20            | 30                                | 40          |
| Type of Task/Context Area |        | Dio In class Test                      | Research      | Written Report                    | Oral        |
| Outcomes                  |        | JS4.1, JS4.4, HB4.1 HB4.2 HB4.3, JM4.1 | HB4.1, HB4.5  | JS4.1, JS4.2, JS4.3, HB4.5, JM4.1 |             |

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| <b>SUBJECT:</b> <u>SCIENCE</u>                                    |
| <b>ASSESSMENT RECORD for 2021</b>                                 |
| <b>Teachers:</b> <u>Mr M Guest, Mr R Angeli, Mrs J Arrowsmith</u> |
| <b>Co-ordinator:</b> <u>Mrs J Arrowsmith</u>                      |

**OVERVIEW**

Science provides a distinctive view and way of thinking about the world. The study of science has led to an evolving body of knowledge organised as an interrelated set of models, theories, laws, systems, structures and interactions.

As an important part of their science education students examine the historical and ongoing contributions of Australian scientists to international scientific research.

Assessment in Science is Semester-based. Knowledge and understanding is assessed each semester, whilst skills are developed and assessed across the whole year.

|  |  |
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| <p><b>TOPICS COVERED</b></p> <ol style="list-style-type: none"> <li>1. How Scientists Work</li> <li>2. Matter</li> <li>3. Mixtures</li> <li>4. Energy</li> <li>5. Cells and Classification</li> <li>6. The Solar System</li> </ol> | <p><b>Skills to be developed:</b></p> <p>Students will develop skills in working scientifically through:</p> <ul style="list-style-type: none"> <li>• Questioning and predicting</li> <li>• Planning and conducting investigations</li> <li>• Processing data and analysing information</li> <li>• Problem-solving</li> <li>• Communicating information</li> </ul> |
|--|--|

| Course Component<br>DATE | Weight<br>% | Task 1   | Task 2             | Task 3                       | Task 4           | Task 5  |
|--------------------------|-------------|--|--------------------|------------------------------|------------------|---|
|                          |             | Terms 1-4  | Term 1<br>Week 9   | Term 2<br>Week 8             | Term 3<br>Week 5 | Term 4<br>Exam Period                                     |
| <b>Knowledge</b>         | 50          | 10   | 5                  | 10                           | 15               | 15  |
| <b>Skills</b>            | 50          | 10   | 15                 | 10                           | 5                | 5   |
| <b>TOTAL</b>             | 100         | 20   | 20                 | 20                           | 20               | 20  |
| <b>Type of Task</b>      |             | Portfolio  | Practical Test     | Project Based Learning       | Research Task    | Yearly Examination  |
| <b>Outcomes</b>          |             | WS4-9, 10-11<br>PW, 12-13<br>ES, 14-15 LW,<br>16-17 CW | WS4-7, 16-<br>17CW | WS4-9, 16-17<br>CW, 12-13 ES | WS4-9, 1 VA      | WS4-7, 10-11<br>PW, 12-13<br>ES, 14-15<br>LW, 16-17<br>CW |

|                      |  |
|----------------------|--|
| <b>SUBJECT:</b>      | <b>TECHNOLOGY (MANDATORY) – Semester rotations in 2021</b>                   |
|                      | <b>ASSESSMENT RECORD for 2021</b>  |
| <b>Teachers:</b>     | <b>Ms N Woods, Mr R Turnbull, Ms J Arrowsmith, Mr A Edwards/Mr K Bellamy</b> |
| <b>Co-ordinator:</b> | <b>Ms N Woods</b>  |

#### OVERVIEW

An understanding of technology and design enables people to improve their quality of life. In Technology (Mandatory) students identify needs that have personal relevance and apply design theory and use design processes to produce quality solutions.

#### TOPICS COVERED

Technology Mandatory engages students in design and production activities as they develop solutions to identified needs and opportunities. Through the practical application of knowledge and understanding they learn about Agriculture and Food Technologies, Digital Technologies, Engineered Systems and Material Technologies.

#### SKILLS, KNOWLEDGE AND UNDERSTANDING TO BE DEVELOPED

Technology encompasses a diverse collection of knowledge, skills and processes that people use to satisfy their needs and to extend human capabilities.

Knowledge and understanding of technological content is developed through project and problem-based learning. Through the production of innovative solutions, students are provided with opportunities to use a variety of thinking strategies, embrace new concepts and learn through trialling, testing and refining ideas.

Both summative and formative tasks will be reflected on student reports.

#### Assessment Per Semester Rotation

| Semester 1  |                      |                                    |            | Semester 2  |                      |
|---|----------------------|------------------------------------|------------|---|----------------------|
| Summative Task 1  | Formative Semester 1 | Course Component                   | Weight     | Summative Task 2  | Formative Semester 2 |
| Term 2, Week 4  | Ongoing              | <b>DATE</b>                        | <b>%</b>   | Term 4, Week 4  | Ongoing              |
| 30  | 30                   | <b>Skills</b>                      | <b>60</b>  | 30  | 30                   |
| 20  | 20                   | <b>Knowledge and Understanding</b> | <b>40</b>  | 20  | 20                   |
| 50  | 50                   | <b>TOTAL</b>                       | <b>100</b> | 50  | 50                   |
| Design Project  | Classwork            | <b>Type of Task</b>                |            | Design Project  | Classwork            |
| TBA<br>Outcomes assessed will depend on the Design Project / Focus Area | All outcomes         | <b>Outcomes</b>                    |            | TBA<br>Outcomes assessed will depend on the Design Project / Focus Area | All outcomes         |

|                      |                                      |
|----------------------|--------------------------------------|
| <b>SUBJECT:</b>      | <b>VISUAL ARTS</b>                   |
|                      | <b>ASSESSMENT RECORD for 2021</b>    |
| <b>Teachers:</b>     | <b>Mrs T Turner, Mrs K Valentine</b> |
| <b>Co-ordinator:</b> | <b>Mrs N Marzol</b>                  |

### OUTLINE

In Year 7, students will investigate different material techniques and procedures in 2D, 3D and 4D forms. They will create artworks with meaning to represent ideas and interests. Students will interpret art from different points of view and discuss how time and place impacts artworks.

### Skills to be developed:

- understanding of how different conventions and procedures can be used to make artworks
- use of different materials and techniques to represent ideas and interests in the world
- understanding of how a point of view and meanings can be developed in artworks
- understanding of the function of and relationships between the agencies of the conceptual framework in making artworks for exhibition and an audience.

| Course Component      | Weighting | Task 1 Supported | Task 2 Independent |
|-----------------------|-----------|------------------|--------------------|
| DATE                  | %         | Mid Term 2       | End of Term 3      |
| Art Making            | 70%       | 60%              | 10%                |
| Art History Criticism | 30%       |                  | 30%                |
| TOTAL                 | 100%      | 60%              | 40%                |
| Outcomes              |           | 4.1-4.10         | 4.1-4.10           |
| Type of Task          |           | Major Work       | Research Task      |