TAMWORTH HIGH SCHOOL

2023 Year 7 ASSESSMENT SCHEDULE

Tamworth High School is an inclusive centre of innovation,creativity, and excellence.

Why do we have an Assessment Schedule?

This Assessment Schedule is used to determine overall cohort grades in subjects. Teachers may use additionalcriteria to assess a student's class performance and level of outcome achievement. It also **helps you to knowwhat tasks are going to be given to you and when they are due**.

What happens if you don't hand a task in on time?

- You must hand in all tasks on time
- A letter will be sent to your parent or carer telling them that you have not submitted a compulsory task.
- You may be asked to do the task in a lunch detention

What is my responsibility?

- You are expected to **perform the tasks** which are part of the Assessment Program at the set time.
- **Hand in the tasks on the date due**. Some tasks must be completed in class.
- **If absent for an in- class task, it is your responsibility to get a note from your parents/carers sayingwhy you were away**. There must be a good reason for not completing the task on the day required. Notesmust be handed to the faculty Head Teacher. If approved you may undertake the task or alternate task, orreceive an estimate for the task. Appeals will be decided by the Appeals committee convened by the YearDeputy Principal.
- **If you know that you will be away in advance you are required to apply before your absence to the faculty Head Teacher in writing**. The faculty Head Teacher will make the decision. If you are not in attendance on the day the task is due it must be submitted to the classroom teacher by **10.00am on the next day.**
- You **do not** have permission to complete assessment tasks during class time. It is your responsibility to have assessment tasks completed by the due date.

The following work skills are required from students for every subject

1. Is respectful and courteous.
2. Works well in group situations.
3. Works well on individual tasks.
4. Actively participates in lessons.
5. Completes all homework & assignments.
6. Has all equipment and is ready for the lesson.

Contents

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
1				HSIE (Geography) Mathematics				English LOTE Mathematics Music	HSIE (Geography) PDHPE (Theory)	Mathematics PDHPE (Practical) Mandatory Technology	Science

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
2				HSIE (Geography)	PDHPE (Practical)	LOTE PDHPE (Theory)	Mathematics	English Science	Music	Mathematics PDHPE (Practical) Mandatory Technology

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
3			Mathematics		English HSIE (History) PDHPE (Practical)	Mathematics Science		LOTE	English	HSIE (History) Mathematics PDHPE (Theory) Mandatory Technology

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
4			Mathematics	LOTE HSIE (History) Music	PDHPE (Theory) PDHPE (Practical) Science	Mathematics				PDHPE (Practical) Mandatory Technology

English
Year 7 - 2023

OVERVIEW OF COURSE CONTENT:

Term 1: Close Study of a Novel

Overview: This unit focuses on the development of student understanding of the elements of novels, and their ability to respond to and compose imaginative and analytical texts. They will study the concepts of character and narrative, as well as a variety of relevant literary techniques.

Assessment: Reading and Analytical Writing

Term 2: Poetry

Overview: This unit is designed to familiarise students with a variety of poetic forms. They learn about such forms and structures as haiku, the ballad, limericks, performance and free verse, and such techniques as onomatopoeia, simile, metaphor, alliteration, assonance and rhyme. Students will also write poems in some of these structures and forms, using literary techniques studied. Students will engage with texts in meaningful ways, and recognise and use appropriate metalanguage in discussing a range of language forms, features and structures. They will experiment with text structures and language to refine and clarify ideas to improve the effectiveness of their own texts. They will plan, draft and publish imaginative texts, making deliberate language and structure choices as appropriate.

Assessment: Reading and Creative Writing

Term 3: Australia's First People

Overview: Students will study texts investigating Aboriginal experiences. They will identify and explain cultural expressions in texts, explore the ways recurring stories have been written and rewritten for different contexts, and consider the ways that culture and personal experience position readers and influence responses.

They will respond to and compose texts, recognising and appreciating cultural factors, including cultural background and perspective. They will also explore the interconnectedness of Country and Place, People, Identity and Culture in texts.

Students will use processes of representation, including the creative use of symbols, images, icons, clichés, stereotypes, connotations and aural, visual and/or digital techniques to create a visual representation of their understanding of different Aboriginal experiences in the text/s they study.

Assessment: Representation and Speaking

Term 4: Contextualising Shakespeare

Overview: This unit focuses on Shakespeare - students will be introduced to his life, times, theatre, works and language. This is a generalised introduction using a variety of extracts from plays and sonnets OR teachers may choose to focus on a particular play.

- Students will use Shakespearean texts as models to replicate or subvert textual conventions to create new texts, and to compose texts using alternative, creative and imaginative ways of expressing ideas, recognising, valuing and celebrating originality and inventiveness. They will compose texts that make creative connections with, adapt or transform Shakespearean texts, such as promotional material for a film or text version, or a narration for a documentary on Shakespeare.

	Unit Title	Focus Outcomes	Assessment & mode	Assessment Total	Date Due
Term I	Close Study of a Novel	EN4-5C EN4-6C	Reading & Analytical Writing	20	T1 W8
Term II	Poetry	EN4-3B EN4-4B	Reading & Creative Writing	30	T2 W8
Term III	English Skills	EN4-1A EN4-2A	Viewing & Listening	20	T3 W5
	Australia's First Peoples	EN4-7D EN4-8D EN4-9E	Visual Representation & Speaking (Multimodal Presentation)	30	T3 W9
			Assessment Total	100	

Assessment Task Notification

Course	English – Year 7
Task Number	1 – Close study of a Novel
Task Weight	20%
Date of Notification	Term 1 2023
Due Date	**Term 1 Week 8 2023**

Outcomes Assessed

A student –

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

Task Description

You will complete an **in-class** assessment task over 2 lessons. There are two parts to this assessment.

Part 1: Reading

You will read a short comprehension and answer the provided related questions (you will be given 1 whole lesson to answer them).

Part 2: Writing (Analytical)

You will write an essay body paragraph in response to the statement or question provided.

- This paragraph will need to follow the PETAL structure
- You will complete this task in class and if you are away then a catch up lesson will be orgainsed

Assessment Criteria

You will be assessed on your ability to:

- Answer the questions in appropriate detail.
- Write an essay body paragraph following the PETAL structure.
- Use correct spelling, grammar, punctuation and sentence structure.

Marking Guidelines - Part B: Analytical Writing

Grade	Success Criteria	What does it mean? You:
A 13 – 15 Skilful	▪ Writes a fluent and cohesive essay body paragraph ▪ Very few punctuation, spelling, grammar or sentence structure errors ▪ Strong opening sentence, point is clear ▪ Techniques referred to are relevant and examples are well integrated ▪ Strong attempt at analysis ▪ Clear link	▪ You answer the question clearly, in detail and depth, using excellent quotes/examples ▪ You examine, in detail, highly relevant techniques (used across the whole text) and the structure of the text, integrating key information on context, to skilfully interpret the purpose of each technique ▪ You write very well, using key terms. The structure of your response is tight and well-integrated
B 10 – 12 Well-developed	▪ Writes a cohesive body paragraph ▪ A few punctuation, spelling, grammar and sentences structure errors ▪ Good opening sentence, point is quite clear ▪ Techniques referred to are relevant and use relevant examples ▪ Good attempt at analysis ▪ Reasonably clear link	▪ You answer the question clearly, in some detail and depth, using good quotes/examples ▪ You examine, in some detail, relevant techniques (across the whole text) and the structure of the text, drawing in appropriate information on context, to interpret the purpose of each technique in the text in a well-developed way ▪ You write well, using some key terms. The structure of your response is tight
C 7 – 9 Sound	▪ Writes an essay paragraph ▪ Some consistent punctuation, spelling, grammar and/or sentence structure errors ▪ Topic sentence is used ▪ Refers to two techniques and uses examples ▪ Sound attempts at analysis ▪ Linking sentence used	▪ You answer the question, using quotes/examples from the text ▪ You examine relevant techniques and/or the structure of the text, drawing in some appropriate information on context ▪ You write reasonably well, using some terms. The structure of your response is logical, but needs to be tighter
D 4 – 6 Basic	▪ Attempts to write an essay paragraph ▪ Consistent punctuation, spelling, grammar and/or sentence structure errors ▪ Attempts to use a topic sentence ▪ Refers to a technique and/or example ▪ Attempts some analysis ▪ Attempts to write a linking sentence	▪ You answer the question, using some quotes/examples from the text ▪ You describe some techniques and/or the structure of the text ▪ Your writing lacks some structure and there are some issues with spelling, grammar and/or punctuation. You use some of key terms. The structure of your response needs work
E 1 – 3 Elementary	▪ Writes a paragraph ▪ Major issues with punctuation, spelling, grammar and/or sentence structure ▪ May refer to a technique and/or example	▪ You attempt to answer the question ▪ You identify one or two techniques and/or the structure of the text ▪ Your writing lacks structure and there are issues with spelling, grammar and/or punctuation. The structure of your response needs a lot of work.

Assessment Task Notification

Course	Year 7 English
Task Number	2 – Poetry (Reading and Writing)
Task Weight	30%
Date of Notification	Term 2 2023
Due Date	**Part 1 - Reading – Week 7, Term II** **Part 2 - Writing – Week 10, Term II**

Outcomes Assessed

A student –

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

Task Description

Reading – 20 marks

You will be given two poems to read and answer associated questions on. You will be given one (1) lesson in class to complete this task. All work is to be handed in at the end of the lesson.

Writing – 20 marks

You are to choose four (4) original poems, in different forms, that you have written in class throughout this unit, to hand in as a mini anthology.

Assessment Criteria

You will be assessed on your ability to:

- Read, comprehend and correctly answer the questions, using appropriate supporting evidence
- Write in four different forms of poetry
- Use appropriate punctuation, spelling and grammar
- Use appropriate literary devices in your poems
- Adhere to the rules of different poetry forms

Marking Guidelines – Writing

Grade	Success Criteria	What does it mean? You:
A 17 - 20 Skilful	▪ Presents four poems in four different forms ▪ Uses appropriate punctuation, spelling and grammar in all four poems ▪ Uses at least one different literary device in each poem ▪ Adheres to the rules of different forms in all four poems	▪ Hand in four different types of poems ▪ Use correct structure, grammar, punctuation and spelling – for each form of poem ▪ Use a different language technique in each poem ▪ Follow the rules for each form of poem eg: haiku – 5, 7, 5 syllables, three lines, uses nature, etc.
B 13 - 16 Well-developed	▪ Presents three to four poems in at least three different forms ▪ Uses appropriate punctuation, spelling and grammar in most poems ▪ Uses a different literary device in at least three poems ▪ Adheres to the rules of different forms in at least three poems	▪ Hand in four poems, perhaps only three different forms or one that can't be clearly identified ▪ Use correct structure, grammar, punctuation and spelling – for each form of poem, most of the time ▪ Use a different language technique, may double up on one ▪ Follow the rules for each form of poem eg: haiku – 5, 7, 5 syllables, three lines, uses nature, etc. May not be clear in one
C 9 - 12 Sound	▪ Presents poems in at least two different forms ▪ Uses appropriate punctuation, spelling and grammar in two or three poems ▪ Uses a different literary device in at least two poems ▪ Adheres to the rules of different forms in at least two poems	▪ Hand in four poems, perhaps only two types or two can't be clearly identified ▪ Use correct structure, grammar, punctuation and spelling – for each poem, some small consistent errors ▪ Use a couple of different language techniques across the poems ▪ Follow the rules for each form of poem eg: haiku – 5, 7, 5 syllables, three lines, uses nature, etc. May not be clear in a couple
D 5 - 8 Basic	▪ Presents at least two poems ▪ Attempts to use appropriate punctuation, spelling and grammar ▪ Attempts to use a literary device ▪ Attempts to adhere to the rules of a form of poetry	▪ Hand in fewer than four poems ▪ Have some consistent problems with your structure, grammar, punctuation and spelling ▪ Attempt to use a different language technique in each poem ▪ Attempt to follow the rules for each form of poem eg: haiku – 5, 7, 5 syllables, three lines, uses nature, etc.
E 1 - 4 Elementary	▪ Presents a poem ▪ Little to no use of appropriate punctuation, spelling or grammar ▪ Little to no evidence of use of a literary device ▪ Little to no attempt to adhere to the rules of a form of poetry	▪ Hand in a poem ▪ Have lots of problems with your structure, spelling, punctuation and grammar ▪ No language technique used in you poem ▪ Don't follow the rules for the poem eg: haiku – 5, 7, 5 syllables, three lines, uses nature, etc.

Assessment Task Notification

Course	Year 7 English
Task Number	3 – Viewing and Listening
Task Weight	30%
Date of Notification	Term 3 2023
Due Date	**Term 3 Week 5 2023**

Outcomes Assessed

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.

Task Description

You will complete an **in-class** assessment task. This will take place in **ONE** lesson.

You will be played a short film twice. On the first viewing, you may take notes, but you may **NOT** begin answering the questions.

During the second viewing, you may begin answering the questions. You will have the remainder of the lesson to complete your answers.

Assessment Criteria

You will be assessed on your ability to:

- You will be assessed on your ability to:
- Answer the questions in appropriate detail.
- Use appropriate supporting evidence.

Assessment Task Notification

Course	English - Year 7
Task Number	4 – Australia's First People
Task Weight	30%
Date of Notification	Week 6, Term 3, 2022
Due Date	**Week 9, Term 3, 2022** – lessons to be determined by your teacher

Outcomes Assessed

A student –

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 on and assesses their individual and collaborative skills for learning

Task Description

You are to create a 2–3-minute Pecha Kucha. It will consist of between 4-6 slides each lasting 20 seconds with a maximum time of 2 minutes. You will be given four (4) lessons in class to work on this task.

In the Pecha Kucha you will analyse and evaluate the following statement.

How are elements of culture represented in a text that you have studied?

You must make detailed reference to at least **ONE** text studied in class.

Assessment Criteria

You will be assessed on your ability to:

- Create an effective Pecha Kucha presentation
- Meet the parameters of a Pecha Kucha
- Answer the question in detail and with supporting evidence

Marking Guidelines

Grade	Success Criteria. The student:	What does it mean? You:
A 17-20 Skilful	▪ composes a highly effective presentation ▪ skilfully analyses how the chosen text represents elements of culture. ▪ skilfully explains, with highly effective supporting evidence, the context, audience and purpose of the text ▪ skilfully analyses AND evaluates key techniques used to engage the audience	▪ create a very interesting, focused presentation – each slide supports that part of your speech really well, everything is relevant and it makes clear sense ▪ analyses the way in which elements of culture are represented ▪ explain, in detail, what the purpose, audience and context of the text are and use highly relevant evidence to support what you say ▪ analyse the effect on the audience, and make a judgement on how other cultures effect the way we interact with a text ▪ analyse AND evaluate powerful techniques, those that are found in several areas of the text or weave through it
B 13-16 Well-developed	▪ composes an effective presentation ▪ effectively analyses how the chosen text represents elements of culture. ▪ explains, in a well-developed way and with effective supporting evidence, the context, audience and purpose of the text ▪ effectively analyses AND evaluates some key techniques used to engage the audience	▪ create an interesting, focused presentation – each slide supports that part of your speech well, everything is relevant, and it makes sense ▪ analyse the way in which culture is represented ▪ explain, in detail, what the purpose, audience and context of the text are and use relevant evidence to support what you say ▪ analyse AND evaluate some powerful techniques, most that are found in several areas of the text or weave through it
C 9-12 Sound	▪ composes a sound presentation ▪ explains how the chosen text represents elements of culture ▪ explains, with supporting evidence, the context, audience and purpose of the text ▪ explains techniques used to engage the audience	▪ create an interesting presentation – each slide supports that part of your speech; most things are relevant and make sense ▪ explain (rather than analyse) the way culture is represented ▪ explain what the purpose, audience and context of the text are and use mostly relevant evidence to support what you say ▪ explain techniques (rather than analysing), but you focus on ones that may not be as powerful as others you could choose
D 5-8 Basic	▪ composes a presentation ▪ attempts to describe, with some supporting evidence, the way in which the chosen text represents an element of culture ▪ describes some techniques	▪ create a presentation – things that you say in your speech may not match what is in the slides or you just read what is written on the slides, or visuals or video clips are missing ▪ identify what the purpose and/or audience and/or context of the text are, but might not use evidence from the text to support your thoughts ▪ identify one or two ways how new technologies communicate with the audience and affect the way we read for meaning ▪ identify techniques, but don't explain how they are used
E 1-4 Elementary	▪ attempts to composes a presentation ▪ only retells content briefly	▪ create a very short presentation ▪ only retell the story

HSIE

Syllabus		Geography				History		
		Task 1	**Task 2**	**Task 3**		**Task 1**	**Task 2**	**Task 3**
Components	**Weighting %**	**Online Exam**	**Fieldwork**	**Online Exam**		**Online Exam**	**Research Task**	**Online Exam**
		Geography Skills		End of Semester Exam		History Skills	Rome	End of Semester Exam
		GE4-1, GE4-7, GE4-8	GE4-1, GE4-2, GE4-7, GE4-8	GE4-2, GE4-3, GE4-6, GE4-8		HT4-1, HT4-5, HT4-6, HT4-8, HT4-9, HT4-10	HT-4.2, HT-4.3, HT-4.6, HT-4.7, HT-4.9, HT-4.10	HT4-2, HT-4.4, HT4-6, HT4-9, HT4-10
		T1 W4	T1 W9	T2 W4		T3 W5	T3 W10	T4 W4
Marks	**100**	**35**	**35**	**30**	**100**	**35**	**35**	**30**

Human Society and Its Environment
Year 7 - 2023

OVERVIEW OF COURSE CONTENT:

In semester 1 students:

- Investigate why we study geography and what skills are required to find the information required to answer key inquiry questions.
- Examine water as a resource and the factors influencing water flows and availability of water resources in different places. They investigate the nature of water scarcity and assess ways of overcoming it. Students discuss variations in people's perceptions about the value of water and the need for sustainable water management. Students also investigate processes that continue to shape the environment including an atmospheric or hydrologic hazard.
- Focus on the connections people have to places across a range of scales. They examine what shapes people's perceptions of places and how this influences their connections to places. Students explore how transport, information and communication technologies and trade link people to many places. They explain the effects of human activities, such as production, recreation and travel, on places and environments in Australia and across the world and investigate sustainability initiatives and possible futures for these places.

In semester 2 students:

- Investigate the nature of History & the methods used by historians to investigate the ancient past.
- Investigate the Ancient Mediterranean world, while acquiring basic skills of historical inquiry and communication.
- Investigate the Ancient Asian World through an in depth study of the ancient past. How these ancient societies developed and what are some of the defining characteristics of the societies and what have been the remaining legacies of these societies.

GEOGRAPHY				
DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	4	Online Exam	GE4-1, GE4-7, GE4-8	35
1	9	Fieldwork	GE4-1, GE4-2, GE4-7, GE4-8	35
2	4	Online Exam	GE4-2, GE4-3, GE4-6, GE4-8	30

HISTORY				
DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	5	Online Exam	HT4-1, HT4-5, HT4-6, HT4-8, HT4-9, HT4-10	35
3	10	Research Task - Rome	HT-4.2, HT-4.3, HT-4.6, HT-4.7 HT-4.9, HT-4.10	35
4	4	Online Exam	HT4-2, HT-4.4, HT4-6, HT4-9, HT4-10	30

Assessment Task Notification

Course	Year 7 Geography Skills Online Exam
Task Number	1
Task Weight	35%
Date of Notification	Term 1, Week 2
Due Date	Term 1, Week 4

Outcomes Assessed

A student –

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

COMPLETED IN CLASS

Students are to complete an online quiz on different geographical skills that have been covered in class. Students are to come to class on time and prepare to log straight into the Chromebook (google classroom) and begin the quiz. Time allocated is 45 minutes.

Assessment Criteria

You will be assessed on your ability to:

- Longitude and latitude
- General knowledge of time zones, continents/oceans, and compass points
- Map reading skills including symbols, area referencing and grid referencing.

Assessment Task Notification

Course	Stage 4 Geography
Task Number	2
Task Weight	35%
Date of Notification	Term 2, Week 7
Due Date	Term 2, Week 9

Outcomes Assessed

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
GE4-7 - acquires and processes geographical information by selecting and using geographical tools for inquiry
GE4-8 - communicates geographical information using a variety of strategies

Task Description

Fieldwork

Students will be participating in a fieldwork excursion to the Peel River (next to the pedestrian footbridge). During this excursion students will be conducting research on the surrounding environment and drawing conclusions using their findings. This is a compulsory component of the Stage 4 Geography Syllabus.

- Students will be provided with the assessment task on the day.
- They are to complete the worksheets provided using the tools (measuring tapes, stop watches, plumb bob, water sample). Students will use these tools with their teacher's assistance to complete the task.
- Workbooks are required to be submitted at the end of the excursion.

Assessment Criteria

You will be assessed on your ability to:

- locate and describe the diverse features and characteristics of a range of places and environments
- describe processes and influences that form and transform places and environments
- acquire and process geographical information by selecting and using geographical tools for inquiry
- communicates geographical information using a variety of strategies

Assessment Task Notification

Course	Stage 4 Geography
Task Number	3
Task Weight	30%
Date of Notification	Term 2, Week 2
Due Date	Term 2, Week 4

Outcomes Assessed

A student –

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
GE4-6 - explains differences in human wellbeing
GE4-8 - communicates geographical information using a variety of strategies

Task Description

COMPLETED IN CLASS

Students are to complete an online quiz on different geographical skills and content that has been covered in class. A stimulus booklet will be provided to students during the exam period. Students are to come to class on time and prepare to log straight into the Chromebook (google classroom) and begin the quiz. Time allocated is 45 minutes.

Students are to arrive at class on time and log straight into their allocated google classroom. Students are to use the full 45 minutes allocated to complete the quiz. This quiz will be held under exam conditions which includes:

- staying seated at all times
- raising their hand if they need assistance
- eyes forward on their own work
- no mobile devices

Assessment Criteria

You will be assessed on your ability to:

- Use geographical skills and stimulus material to answer key

Assessment Task Notification

Course	Year 7 History
Task Number	1
Task Weight	35%
Date of Notification	Term 3, Week 3
Due Date	Term 3, Week 5

Outcomes Assessed

A student –

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

Task Description

COMPLETED IN CLASS

The assessment task will be an in-class online test:
You will be assessed on your analysis skills and your understanding of Historical concepts and skills.

You will have 1 lesson to complete this task.

- In lesson 1 your teacher will give you the test. You will have 45 minutes to complete the test. You will be in exam conditions (complete silence). You need to attempt all questions. Raise your hand for assistance.

- You are not to use the computer to search online for answers. This is cheating and will result in an immediate zero grade being awarded.

This test will be completed online. You will complete and submit a Google Form to complete your test. If you shut down or log off your computer without verifying with your teacher (showing them the submission docket on your screen) you will not resit the test.

Assessment Criteria

You will be assessed on your ability to:

- Answer the historical questions accurately.
- Use a range of historical skills in answering the questions.
- Use a variety of historical sources to answer the questions.

Assessment Task Notification

Course	Year 7 History
Task Number	2
Task Weight	35%
Date of Notification	Term 3, Week 8
Due Date	Term 3, Week 10

Outcomes Assessed

A student –

4.2: describes major periods of historical time & sequences events, people & societies from the past.
4.3: describes & assesses the motives & actions of past individuals & groups in the context of past societies.
4.6: uses evidence from sources to support historical narratives & explanations.
4.7: identifies and describes different contexts, perspectives and interpretations of the past
4.9: uses a range of historical terms & concepts when communicating an understanding of the past.
4.10: selects & uses appropriate oral, written, visual & digital forms to communicate about the past.

Task Description

You have to imagine that you are a news reporter living in Ancient Rome and your editor has tasked you with creating the next edition of the newspaper. Your newspaper is required to be two (2) A4 pages

Using the supplied template, you are to write a series of articles detailing what is occurring in the Empire. You are to include at least one of the following major events in your newspaper:

1. Punic Wars
2. Hannibal crossing the Alps
3. The death of Julius Caesar
4. Spartacus

In your newspaper you are to cover:

- Your chosen major event from the list above.
- Daily life in the Empire from the perspective of a Roman citizen.
- A decree from the Emperor outlining a major change.
- News from the Army for example, a new weapon or battle fought.
- The Senate detailing an occurrence, rumour or plot.

You will have at least 2 lessons to complete this task.

- You will work in conjunction with your teacher to ensure that you complete the task to the best of your ability.
- Follow teacher instructions

Assessment Criteria

You will be assessed on your ability to:

- Accurately describe the major event covered in your newspaper.
- Make sure your dates are correct.
- Accurately describe the other events in your newspaper.

Mark Range	Marking Guidelines
28-35	· Accurately recalls detailed information about your major events. · Describe and explain in major detail about life in the Empire. · Provides historically accurate information in your Emperor's decree. · Describes a major aspect of the Roman Army in historical detail. · Describes in detail an event that occurred in the Senate.
21-27	· Recall relevant information about your chosen major event. · Describe and explain in detail about life in the Empire. · Provides historical information in your Emperor's decree. · Describes a major aspect of the Roman Army in detail. · Describes in some detail an event that occurred in Senate.
14-20	· Recall some relevant detailed information about your major event. · Describe and explain in some detail about life in the Empire. · Provides some historically information in your Emperor's decree. · Describes a major aspect of the Roman Army. · Describes an event that occurred in Senate.
7-13	· Recall some relevant information about your major event. · Describe and explain about life in the Empire. · Provides information in your Emperor's decree. · Describes the Roman Army in detail. · Describes what the Senate is.
0-6	· Write something about your chosen major event that is historically accurate. · Describe life in the Empire. · Provides your Emperor's decree. · Describes the Roman Army. · Describes the Senate briefly.

Assessment Task Notification

Course	Year 7 History
Task Number	3
Task Weight	30%
Date of Notification	Term 4, Week 2
Due Date	Term 4, Week 4

Outcomes Assessed

A student –

HT4-2 describes major periods of historical time and sequences events, people and societies from the past
HT4-4: describes and explains the causes and effects of events and developments of past societies over time
HT4-6 uses evidence from sources to support historical narratives and explanations.
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 Description

The assessment task will be an in-class test:

You will be assessed on your analyse skills and your understanding of History concepts.

You will have 1 lesson to complete this task.

- In lesson 1 your teacher will give you the test. You will have 45 minutes to complete the test. You will be in exam conditions (complete silence). You need to attempt all questions. Raise your hand for assistance.

- You are not to use the computer to search online for answers. This is cheating and will result in an immediate zero grade being awarded.

This test will be completed online. You will complete and submit a Google Form to complete your test. If you shut down or log off your computer without verifying with your teacher (showing them the submission docket on your screen) you will not resit the test.

Assessment Criteria

You will be assessed on your ability to:

- Answer the historical questions accurately.
- Use a range of historical skills in answering the questions.
- Use a variety of historical sources to answer the questions.

LOTE
Year 7 - 2023

OVERVIEW OF COURSE CONTENT:

This year in LOTE, students will be studying an Aboriginal language, specifically Gamilaraay and Yuwaalaraay language.

Throughout Semester 1, students will be exploring Meeting People and Family Activities. They will also be studying School and the Classroom, and Life at Home. In Meeting People, students will develop their understanding of language surrounding addressing others, introductions, and asking and responding to questions about self and classmates. In Family Activities, students will develop their understanding of language used when discussing activities and actions such as work, sport, and hobbies. In School and the Classroom, students will explore using language relevant to the classroom and school. During the Life at Home unit, students will develop their ability to use words and language surrounding their daily lives at home.

In Semester 2, students will be exploring Families and Country, and Country and Stories. Students will also study Tradition and Culture as well as Language Awareness and Building. In Families and Country, students will develop their understanding of language surrounding family introductions and activities. In Country and Stories, students will develop their understanding of language used when discussing places, geographical features, and important sites. When exploring Tradition and Culture, students will develop an understanding of social sections, businesses, animals, and local stories. When exploring Language Awareness and Building, students will investigate processes and protocols for building and maintaining Aboriginal Languages.

DATE		TASK	OUTCOMES	WEIGHTING
TERM	**WEEK**			
1	8	Comic Strip	UL.4 MLC.1	25%
2	6	Listening Task	UL.1 UL.3 MLC.1 MBC.2	25%
3	8	Kinship Tree	MLC.2 MBC.1	25%
4	4	Reading Task	UL.2 MBC.1 MBC.2	25%

Assessment Task Notification

Course	Year 7 LOTE
Task Number	1
Task Weight	25%
Date of Notification	Term 1, Week 6
Due Date	Term 1, Week 8

Outcomes Assessed

A student –

4.UL.4: A student experiments with linguistic patterns and structures in Aboriginal languages to convey information and to express own ideas effectively.
4.MLC.1: A student demonstrates understanding of the importance of correct and appropriate use of language in diverse contexts.

Task Description

You will create a comic strip illustrating a particular scenario, using written Gamilaraay language to form commentary of the characters within the comic.
Your scenario may be one of the following:

- ✓ A day at the river
- ✓ Camping with the family
- ✓ Walking through the bush
- ✓ Another scenario agreed upon with the teacher

Your comic strip will need to include language features covered in class, such as:

- ✓ Language addressing others
- ✓ Language asking and responding to questions
- ✓ Language describing actions
- ✓ Images relevant to the commentary occurring

You will have limited time in class to work on this assessment. You may need to complete some work at home depending on your progress in class.

Expectations

This task will be a task that you will be expected to engage with in class. You will be able to use the work you have done in class in forming phrases and sentences. You need to ensure that you have read and understood the marking criteria to make certain that you achieve your best.
You may choose to create your comic strip by hand or using a comic creator online (such as Story board that or Canva).

Assessment Criteria

You will be assessed on your ability to:
In this task you will be assessed on your ability to:

- ✓ create clear and original texts through:
  - ✓ correct application of specific language patterns and grammatical rules
  - ✓ accuracy in the use of appropriate vocabulary
- ✓ present logical development of ideas through:
  - ✓ sequencing of relevant information

Marking Criteria	
● Communicates consistently and effectively using accurate language patterns and grammatical rules ● Consistently and effectively uses precise vocabulary that accurately reflects the subject matter ● Composes a well-structured, logical, and cohesive text	21-25
● Communicates clearly and consistently using accurate language patterns and grammatical rules throughout ● Consistently uses precise vocabulary that largely reflects the subject matter ● Composes a well-structured, logical text	16-20
● Communicates clearly using some accurate language patterns and grammatical rules throughout ● Uses mostly accurate vocabulary that generally reflects the subject matter ● Composes a sound text with some logical development of ideas	11-15
● Communicates with some clarity, using basic language patterns and grammatical rules ● Uses some vocabulary that reflects some of the subject matter ● Composes a basic text	6-10

Assessment Task Notification

Course	Year 7 LOTE
Task Number	2
Task Weight	25%
Date of Notification	Term 2, Week 4
Due Date	Term 2, Week 6

Outcomes Assessed

A student –

4.UL.1: A student demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately
4.MLC.2: A student explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Aboriginal languages.

Task Description

This task will be an in-class task and has two parts.

Part One:

You will be expected to listen to a series of short passages in Gamilaraay and respond to the questions provided.

Part Two:

You will be expected to listen to a series of questions and instructions in Gamilaraay language provide an appropriate response in Gamilaraay.

Expectations

This task will be a task that you will be expected to engage with in class. You will be able to use the work you have done in class in forming phrases and sentences. You need to ensure that you have read and understood the marking criteria to make certain that you achieve your best.

Assessment Criteria

You will be assessed on your ability to:

- Correctly identify the main ideas in a spoken text
- Identify appropriate responses
- Recognise meaning through stress, intonation, and body language

Assessment Task Notification

Course	Year 7 LOTE
Task Number	3
Task Weight	25%
Date of Notification	Term 3, Week 6
Due Date	Term 3, Week 8

Outcomes Assessed

A student –

4.UL.3: A student establishes and maintains communication in familiar situations.
4.MBC.1: A student demonstrates understanding of the interdependence of language and culture.
4.MBC.2: A student demonstrates knowledge of the cultures of Aboriginal communities.

Task Description

You are to create a kinship nest, demonstrating your kinship group. You are to use language you have learned in class to:

- ✓ Introduce your presentation using the class Acknowledgment of Country
- ✓ Introduce the members in your kinship group
- ✓ Give a brief description of key information about each person (i.e., a like, dislike, activities they do, etc.)
- ✓ Identify where they live (using Aboriginal place names)

You are to present your kinship nest in either a poster or slideshow/Google Slides format. You are to include relevant images, including a warning if photographs of deceased persons are used.

You will be expected to either present your poster to the class in Gamilaraay language or include recorded audio in Gamilaraay language for your Slides that may be presented to the class.

You will have limited time in class to work on this assessment. You may need to complete some work outside class time depending on your progress in class.

Expectations

This task will be a task that you will be expected to engage with in class. You will be able to use the work you have done in class in forming relevant phrases and sentences. You need to ensure that you have read and understood the marking criteria to make certain that you achieve your best.

Assessment Criteria

You will be assessed on your ability to:

- Establish and maintain communication
- Make linguistic choices that are appropriate to a presentation
- Identify similarities and differences between Gamilaraay and Yuwaalaraay
- Identify features of kinship nests

Marking Criteria	
• Maintains fluent communication in a rehearsed presentation • Pronounces words accurately and consistently uses stress and intonation • Selects consistently appropriate activity terms and verb forms • Consistently includes accurate and appropriate Aboriginal place names for all kinship members	21-25
• Maintains communication, with some fluency, in a rehearsed presentation • Pronounces words accurately and largely uses stress and intonation • Selects largely appropriate activity terms and verb forms • Includes mostly accurate, and appropriate Aboriginal place names for several kinship members	16-20
• Maintains communication in a rehearsed presentation • Pronounces words accurately and uses some correct stress and intonation • Selects appropriate activity terms and verb forms • Includes appropriate Aboriginal place names for some kinship members	11-15
• Maintains some communication in a rehearsed presentation • Pronounces some words accurately • Selects some appropriate activity terms and verb forms • Includes appropriate Aboriginal place names, though these may be inaccurate or incorrect	6-10
• Exhibits some communication in a presentation that may be rehearsed • Most pronunciation is inaccurate • May select 1-2 appropriate activity terms and/or verb forms • Does not use appropriate Aboriginal place names	1-5

Assessment Task Notification

Course	Year 7 LOTE
Task Number	4
Task Weight	25%
Date of Notification	Term 4, Week 2
Due Date	Term 4, Week 4

Outcomes Assessed

A student –

4.UL.2: A student demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately.
4.MBC.1: A student demonstrates understanding of the interdependence of language and culture.
4.MBC.2: A student demonstrates knowledge of the cultures of Aboriginal communities.

Task Description

You will complete a reading comprehension task in class. You will read a local story using both Gamilaraay and English phrases and answer a series of questions in English.
This task is based on all the content you have learned throughout the year, including:

- ✓ greetings
- ✓ activities
- ✓ geographical information
- ✓ animals
- ✓ tradition and culture

You can prepare for this by reviewing what you have learned this term and the previous terms.

Expectations

This task will be a task that you will be expected to complete in class. You will be able to use the work you have done in class in forming phrases and sentences. You need to ensure that you have read and understood the marking criteria to make certain that you achieve your best.

Assessment Criteria

You will be assessed on your ability to:

- read and comprehend passages and dialogues
- gather information and ideas
- answer relevant questions

Mathematics

Year 7 - 2023

OVERVIEW OF COURSE CONTENT:

The Year 7 Mathematics course gives students the opportunity to enhance their numeracy skills and develop proficiency in **understanding, fluency, problem-solving** and **reasoning** across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

In Term 1, students will be studying Whole Numbers, Integers, and Time.

In Term 2, students will be studying Fractions, Decimals, and Percentages, and Data.

In Term 3, students will be studying Indices, Algebraic Techniques and Equations, and Area and Perimeter.

In Term 4, students will be studying Probability, Geometry, and Angles.

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK	(No. and or Title)		
1	T1, W4	1: Whole Numbers Open Book Quiz	MA4-4NA	10%
	T1, W8	2: Integers Open Book Quiz	MA4-4NA	10%
	T1, W10	3: Time Open Book Quiz	MA4-15MG	10%
2	T2, W7	4: Fractions, Decimals, and Percentages Open Book Quiz	MA4-5NA	10%
	T2, W10	5: Displaying Data Open Book Quiz	MA4-19SP	10%
3	T3, W3	6: Indices Open Book Quiz	MA4-9NA	10%
	T3, W6	7: Algebraic Techniques and Simple Equations Open Book Quiz	MA4-8NA MA4-10NA	10%
	T3, W10	8: Length, Perimeter, and Area Open Book Quiz	MA4-12MG MA4-13MG	10%
4	T4, W3	9: Probability Open Book Quiz	MA4-21SP	10%
	T4, W6	10: Geometry Open Book Quiz	MA4-17MG	10%

Assessment Task Notification

Course	Year 7 Mathematics
Task Number	One- Whole Numbers Quiz
Task Weight	10%
Date of Notification	Approximately Term 1, Week 2 2023
Due Date	Approximately Term 1, Week 4 2023

Outcomes Assessed

A student –

4MA4-4NA compares, orders and calculates with integers, applying a range of strategies to aid computation

Task Description

Students will be writing notes in their workbooks and completing exercises to develop and strengthen their understanding of Whole Numbers. Students will use their workbooks to aid them in completing an open book in-class test.

At the completion of this topic, students will complete an open book in-class test which will be 30 minutes in length.

Students will be required to answer the Multiple-Choice questions by shading in one bubble per question and answer the Written Response questions in the space provided.

Students are to write using black pen, any diagrams should be drawn using a ruler and pencil and then traced with pen. Students should show all their working out.

Calculators are **not** to be used.

Students will be allowed to use any information in their workbooks to help them answer the questions.

Marking Criteria	
Apply the order of operations to mentally evaluate expressions involving integers. Solve worded questions that involve using any of the four operations with integers. Recognise and explain mathematical relationships involving integers using reasoning.	**A**
Apply mental and written strategies to answer questions or problems involving integers and the four operations.	**B**
Add and subtract integers using mental and written strategies. Multiply and divide integers using mental and written strategies. Construct a directed number sentence to represent a real-life situation.	**C**
Recognise and place integers on a number line. Apply integers to simple problems involving money and temperature. Compare integers, including recording the comparison by using symbols < and >. Orders integers.	**D**
Recognise and describe the ‘direction’ and ‘magnitude’ of integers	**E**

Assessment Task Notification

Course	Year 7 Mathematics
Task Number	Two- Integers Quiz
Task Weight	10%
Date of Notification	Approximately Term 1, Week 6
Due Date	Approximately Term 1, Week 8

Outcomes Assessed

A student –

MA4-4NA compares, orders and calculates with integers, applying a range of strategies to aid computation

Task Description

Students will be writing notes in their workbooks and completing exercises to develop and strengthen their understanding of Integers. Students will use their workbooks to aid them in completing an open book in-class test.

At the completion of this topic, students will complete an open book in-class test which will be 30 minutes in length.

Students will be required to answer the Multiple-Choice questions by shading in one bubble and answer the Written Response questions in the space provided.

Students are to write using black pen, any diagrams should be drawn using a ruler and pencil and then traced with pen. Students should show all their working out.

Calculators are **not** to be used.

Students will be allowed to use any information in their workbooks to help them answer the questions.

Marking Criteria	
Apply the order of operations to mentally evaluate expressions involving integers. Solve worded questions that involve using any of the four operations with integers. Recognise and explain mathematical relationships involving integers using reasoning.	**A**
Apply mental and written strategies to answer questions or problems involving integers and the four operations.	**B**
Add and subtract integers using mental and written strategies. Multiply and divide integers using mental and written strategies. Construct a directed number sentence to represent a real-life situation.	**C**
Recognise and place integers on a number line. Apply integers to simple problems involving money and temperature. Compare integers, including recording the comparison by using symbols < and >. Orders integers.	**D**
Recognise and describe the ‘direction’ and ‘magnitude’ of integers	**E**

Assessment Task Notification

Course	Year 7 Mathematics
Task Number	Three- Time Quiz
Task Weight	10%
Date of Notification	Approximately Term 1, Week 8 2023
Due Date	Approximately Term 1, Week 10 2023

Outcomes Assessed

A student –

MA4-15MG performs calculations of time that involve mixed units, and interprets time zones.

Task Description

Students will be writing notes in their workbooks and completing exercises to develop and strengthen their understanding of Whole Time. Students will use their workbooks to aid them in completing an open book in-class test.

At the completion of this topic, students will complete an open book in-class test which will be 30 minutes in length.

Students will be required to answer the Multiple-Choice questions by shading in one bubble per question, and answer the Written Response questions in the space provided.

Students are to write using black pen, any diagrams should be drawn using a ruler and pencil and then traced with pen. Students should show all their working out.

Board-approved scientific calculators may be used (student supplied).

Students will be allowed to use any information in their workbooks to help them answer the questions.

Marking Criteria	
Solve a variety of problems that require the use of mixed units. Solve problems involving international time as it relates to everyday life.	**A**
interpret calculator displays for time calculations. Interpret and use information related to international time zones from maps.	**B**
Add and subtract time using mental strategies. Round answers to the nearest minute and hour. Solve problems involving duration in 24-hour time. Calculate using time differences between different cities in the world.	**C**
Solve problems involving duration in 12-hour time. Compare times in different cities in the world.	**D**
Convert basic time units. Add and subtract time with a calculator.	**E**

Assessment Task Notification

Course	Year 7 Mathematics
Task Number	Four- Fractions, Decimals, and Percentages Quiz
Task Weight	10%
Date of Notification	Approximately Term 2, Week 5 2023
Due Date	Approximately Term 2, Week 7 2023

Outcomes Assessed

A student –

MA4-5NA operates with fractions, decimals, and percentages**.**

Task Description

Students will be writing notes in their workbooks and completing exercises to develop and strengthen their understanding of fractions, decimals, and percentages. Students will use their workbooks to aid them in completing an open book in-class test.

At the completion of this topic, students will complete an open book in-class test which will be 30 minutes in length.

Students will be required to answer the Multiple-Choice questions by shading in one bubble per question and answer the Written Response questions in the space provided.

Students are to write using black pen, any diagrams should be drawn using a ruler and pencil and then traced with pen. Students should show all their working out.

Board-approved scientific calculators may be used (student supplied).

Students will be allowed to use any information in their workbooks to help them answer the questions.

Marking Criteria	
Apply the four operations with fractions, including mixed numerals. Solve problems involving applying the four operations with fractions and mixed numerals. Choose appropriates strategies to compare two or more fractions. Apply appropriate strategies to solve unfamiliar problems involving fractions, decimals and percentages. Describe, informally, the properties of irrational numbers. Use the unitary method to solve any problem involving fractions, decimals or percentages	**A**
Add and subtract fractions with unrelated denominators using written methods. Multiply and divide fractions and mixed numerals using written methods. Calculates a fraction of a quantity. Express one quantity as a fraction of another. Multiply and divide decimals. Investigate 'irrational' numbers, such as $\sqrt{2}$. Convert fractions to recurring decimals. Recognise equivalence when calculating percentage increase or decrease. e.g. x 1.05 = increase of 5%. Find the percentage increase or decrease of a quantity. Use the unitary method to solve simple problems. Apply appropriate strategies to solve real-life problems involving percentages	**B**
Place positive and negative fractions and mixed numerals on a number line to compare their value. Add and subtract fractions with the same or similar denominators. Subtract a fraction from a whole number. Multiply and divide fractions using written methods. Place decimals on a number line to compare their value. Multiply and divide decimals using written methods, limiting operators to two digits. Convert fractions to terminating decimals. Compare and order fractions, decimals and percentages, including using < or > symbols. Convert between any fraction, decimal or percentage. Express one quantity as a percentage of another. Increase or decrease a quantity by a given percentage. Calculate percentages greater than 100%. Convert between any fraction, decimal or percentage.	**C**
Generate equivalent fractions and write fractions in simplest form. Express improper fractions as mixed numerals and vice versa. Place basic fractions on a number line to compare their value. Add and subtract fractions with the same denominator. Multiply and divide decimals by powers of 10. Round decimals to a specified number of decimal places. Place decimals with the same number of decimal places on a number line to compare their value. Convert between simple decimals, fractions and percentages and calculate percentages of quantities with digital technologies.	**D**
Determine the highest common factor (HCF) of numbers and lowest common multiple of numbers (LCM). Perform operations involving fractions and decimals, using a calculator. Represent common percentages as fractions and decimals.	**E**

Assessment Task Notification

Course	Year 7 Mathematics
Task Number	Five- Displaying Data Quiz
Task Weight	10%
Date of Notification	Approximately Term 2, Week 8 2023
Due Date	Approximately Term 2, Week 10 2023

Outcomes Assessed

A student –

MA4-19SP collects, represents, and interprets single sets of data, using appropriate statistical displays.

Task Description

Students will be writing notes in their workbooks and completing exercises to develop and strengthen their understanding of data collection and representation. Students will use their workbooks to aid them in completing an open book in-class test.

At the completion of this topic, students will complete an open book in-class test which will be 30 minutes in length.

Students will be required to answer the Multiple-Choice questions by shading in one bubble per question and answer the Written Response questions in the space provided.

Students are to write using black pen, any diagrams should be drawn using a ruler and pencil and then traced with pen. Students should show all their working out.

Board-approved scientific calculators may be used (student supplied).

Students will be allowed to use any information in their workbooks to help them answer the questions.

Marking Criteria	
Follow the statistical process using sophisticated language to describe, interpret and compare a range of data sets, including through the construction of a range of appropriate representations.	**A**
Follow the statistical process. Make connections and statements about data sets. Constructs appropriate representations of data sets.	**B**
Follow the statistical process with some support to collect, represent and interpret data sets.	**C**
Investigate techniques for collecting data, including census, sampling, and observation.	**D**
Interpret different types of simple graphs. Recognise and distinguish features of different graphs.	**E**

Assessment Task Notification

Course	Year 7 Mathematics
Task Number	Six- Indices Quiz
Task Weight	10%
Date of Notification	Approximately Term 3, Week 1 2023
Due Date	Approximately Term 3, Week 3 2023

Outcomes Assessed

A student –

MA4-9NA operates with positive-integer and zero indices of numerical bases.

Task Description

Students will be writing notes in their workbooks and completing exercises to develop and strengthen their understanding of data collection and representation. Students will use their workbooks to aid them in completing an open book in-class test.

At the completion of this topic, students will complete an open book in-class test which will be 30 minutes in length.

Students will be required to answer the Multiple-Choice questions by shading in one bubble per question and answer the Written Response questions in the space provided.

Students are to write using black pen, any diagrams should be drawn using a ruler and pencil and then traced with pen. Students should show all their working out.

Board-approved scientific calculators may be used (student supplied).

Students will be allowed to use any information in their workbooks to help them answer the questions.

Marking Criteria	
Use index laws to simplify complex expressions with numerical bases.	**A**
Use index laws to simplify most expressions with numerical bases.	**B**
Use index notation with numbers to establish the index laws with positive-integer indices and the zero index.	**C**
Use positive index notation to express powers of numbers.	**D**
Describe numbers written in index form.	**E**

Assessment Task Notification

Course	Year 7 Mathematics
Task Number	Seven- Algebraic Techniques and Simple Equations Quiz
Task Weight	10%
Date of Notification	Approximately Term 3, Week 4 2023
Due Date	Approximately Term 3, Week 6 2023

Outcomes Assessed

A student –

MA4-8NA generalises number properties to operate with algebraic expressions.
MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations.

Task Description

Students will be writing notes in their workbooks and completing exercises to develop and strengthen their understanding of Algebraic Techniques and Simple Equations. Students will use their workbooks to aid them in completing an open book in-class test.

At the completion of this topic, students will complete an open book in-class test which will be 30 minutes in length.

Students will be required to answer the Multiple-Choice questions by shading in one bubble per question and answer the Written Response questions in the space provided.

Students are to write using black pen, any diagrams should be drawn using a ruler and pencil and then traced with pen. Students should show all their working out.

Board-approved scientific calculators may be used (student supplied).

Students will be allowed to use any information in their workbooks to help them answer the questions.

Marking Criteria	
Translate from everyday language to algebraic language and vice versa to solve complex problems. Simplify complex algebraic expressions involving the four operations. Solve linear equations that may have non-integer solutions that may be up to three steps with pronumerals on both sides. Describe the techniques required to solve a variety of equations demonstrating a conceptual understanding.	**A**
Translate from everyday language to algebraic language and vice versa to solve many problems. Simplify most algebraic expressions involving the four operations. Solve, and explain an appropriate technique to solve, linear equations that involve grouping symbols and an algebraic fraction.	**B**
Use algebraic symbols to represent more complex mathematical operations written in words and vice versa. Operate with a variety of algebraic expressions. Recognise the role of grouping symbols and the different meanings of expressions. Solve one step equations involving negative numbers.	**C**
Recognise and use equivalent algebraic expressions. Use algebraic symbols to represent simple mathematical operations written in words and vice versa. Operate with simple algebraic expressions. Solve simple linear equations.	**D**
Model expressions using concrete materials. Recognise like terms. Recognise pronumerals and variables and be able to solve simple one step equations.	**E**

Assessment Task Notification

Course	Year 7 Mathematics
Task Number	Eight- Length, Perimeter, and Area Quiz
Task Weight	10%
Date of Notification	Approximately Term 3, Week 8 2023
Due Date	Approximately Term 3, Week 10 2023

Outcomes Assessed

A student –

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.

Task Description

Students will be writing notes in their workbooks and completing exercises to develop and strengthen their understanding of Length, Perimeter, and Area. Students will use their workbooks to aid them in completing an open book in-class test.

At the completion of this topic, students will complete an open book in-class test which will be 30 minutes in length.

Students will be required to answer the Multiple-Choice questions by shading in one bubble per question and answer the Written Response questions in the space provided.

Students are to write using black pen, any diagrams should be drawn using a ruler and pencil and then traced with pen. Students should show all their working out.

Board-approved scientific calculators may be used (student supplied).

Students will be allowed to use any information in their workbooks to help them answer the questions.

Marking Criteria	
Solve complex problems that involve a given perimeter to find side lengths. Calculate the perimeter of composite figures. Convert between metric units of length and area when solving problems. Solve more complex practical problems involving the areas of composite shapes.	**A**
Calculate the perimeter of composite shapes with missing side lengths. Solve problems involving perimeter. Convert between metric units of length and area when solving problems. Find the dimensions of shapes given a specific area. Calculate the area of composite shapes.	**B**
Calculate the perimeter of a range of plane shapes from written questions. Use formulas to find area of squares, rectangles, triangles and parallelograms without a diagram. Select and use appropriate formulas to find the area of a trapezium, rhombus or kite.	**C**
Calculate the perimeter of basic plane shapes from a diagram. Convert simple units of area. Calculate the area of squares, rectangles, triangles and parallelograms given a labelled diagram.	**D**
Identify appropriate units of length in situations. Convert basic length units. Identify and name plane shapes. Identify appropriate units of area for various situations.	**E**

Assessment Task Notification

Course	Year 7 Mathematics
Task Number	Nine- Probability Quiz
Task Weight	10%
Date of Notification	Approximately Term 4, Week 1 2023
Due Date	Approximately Term 4, Week 3 2023

Outcomes Assessed

A student –

MA4-21SP represents probabilities of simple and compound events.

Task Description

Students will be writing notes in their workbooks and completing exercises to develop and strengthen their understanding of Probability. Students will use their workbooks to aid them in completing an open book in-class test.

At the completion of this topic, students will complete an open book in-class test which will be 30 minutes in length.

Students will be required to answer the Multiple-Choice questions by shading in one bubble per question and answer the Written Response questions in the space provided.

Students are to write using black pen, any diagrams should be drawn using a ruler and pencil and then traced with pen. Students should show all their working out.

Board-approved scientific calculators may be used (student supplied).

Students will be allowed to use any information in their workbooks to help them answer the questions.

Marking Criteria	
Describe events and efficiently solve problems using language of ‘at least’, exclusive ‘or’ inclusive ‘or’ and ‘and’. Represent and interpret diagrams of multi-stage and solve related problems.	**A**
Identify complementary events and use the sum of probabilities to solve various problems. Represent or interpret diagrams of multi-stage and solve related problems.	**B**
Represent probabilities using fractions, decimals, and percentages. Represent or interpret diagrams of multi-stage and solve related problems.	**C**
Calculate probabilities of events in a single step experiment. Construct the sample space for single step experiments with equally likely outcomes.	**D**
Compare observed frequencies in chance experiments with expected frequencies. Conduct chance experiments with both small and large numbers of trials. Identify everyday events where one event cannot happen if another happens.	**E**

Assessment Task Notification

Course	Year 7 Mathematics
Task Number	Ten- Geometry Quiz
Task Weight	10%
Date of Notification	Approximately Term 4, Week 4 2023
Due Date	Approximately Term 4, Week 6 2023

Outcomes Assessed

A student –

MA4-17MG classifies, describes, and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles.

Task Description

Students will be writing notes in their workbooks and completing exercises to develop and strengthen their understanding of Geometry. Students will use their workbooks to aid them in completing an open book in-class test.

At the completion of this topic, students will complete an open book in-class test which will be 30 minutes in length.

Students will be required to answer the Multiple-Choice questions by shading in one bubble per question and answer the Written Response questions in the space provided.

Students are to write using black pen, any diagrams should be drawn using a ruler and pencil and then traced with pen. Students should show all their working out.

Board-approved scientific calculators may be used (student supplied).

Students will be allowed to use any information in their workbooks to help them answer the questions.

Marking Criteria	
Explain the various special properties of triangle and quadrilaterals. Use the properties to solve problems, giving reasons. Sketch and label quadrilaterals from a worded description. Identify and state the order of line and rotational symmetries.	**A**
Sketch and label triangles from a worded or verbal description. Describe the properties of a quadrilateral in sufficient detail to be sketched. Identify line and rotational symmetries in parts of circles.	**B**
Label and name triangles using correct notation. Justify angle sum properties of a triangle. Find unknown angles in triangles and quadrilaterals, with reasoning. Identify shapes with rotational symmetry.	**C**
Use the common conventions to mark equal intervals. Identify some simple properties of special quadrilaterals. Distinguish between convex and non-convex quadrilaterals. Establish the angle sum of a quadrilateral. Determine all axes of symmetry.	**D**
Recognise and name triangles and quadrilaterals based on one property or a simple diagram. Find simple unknown angles in a triangle or quadrilateral, without reasoning. Determine an axis of symmetry.	**E**

Mandatory Music

Year 7 2023

OVERVIEW OF COURSE CONTENT:

Students will develop knowledge, understanding and skills in the musical concepts through performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques. Students will also develop knowledge in musical creation and problem-solving, listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts. Students will partake in performing, composing and listening experiences.

The emphasis in the mandatory course is on students gaining a general experience in the study of music. Students will be exposed to various topics and musical repertoire throughout the year. This repertoire is designed to extend and enrich students' musical experiences. The study of a range of musical contexts will provide a strong foundation for further musical development in the Music elective course.

Students will study Art Music and Video Game Music, and will be assessed on the topics:

- Methods of Notation
- The Instruments of the Orchestra
- Popular Music
- Film Music

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1, 2023	8	Intro to Music Performance & Composition	4.2, 4.4, 4.5, 4.6, 4.11	35%
2, 2023	9	Guitar Performance & Listening	4.3 4.7, 4.9, 4.12	35%
4, 2023	4	Jingles Task with Reflection	4.1, 4.3, 4.7, 4.8, 4.10	30%

Assessment Task Notification

Course	Year 7 Music
Task Number	1
Task Weight	35%
Date of Notification	Week 5, Term 1 2023
Due Date	Week 8, Term 1 2023

Outcomes Assessed

A student –

4.2 - performs music using different forms of notation and different types of technology across a broad range of musical styles
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
4.12 - demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Task Description

Performance and Composition

Students are to arrange a piece of music on the treble clef and bass clef for the keyboard.

Students will perform their composition to the teacher during class time.

Part A:

Students are required to arrange a piece of music for the Treble Clef **AND** Bass Clef.
Students must:

- ✓ Compose a piece of music that is 6-10 bars in length
- ✓ Have a clear melody and harmony (treble clef AND bass clef notes)
- ✓ Have a time signature and a treble clef and a bass clef at the start
- ✓ Notate the piece on a digital notation software
- ✓ Use dynamics and tempo markings

Students will submit their composition to the teacher as a printed copy.

Part B:

Students are to perform their **6-10 bar** composition to the teacher in class time.

The performance must:

- ✓ Be an accurate reflection of their composition and showcase their understanding of note values and lengths as well as an awareness of where the keys are.
- ✓ Display accuracy and fluency, demonstrating evidence of practise
- ✓ Demonstrate dynamics (volume) and tempo (speed) changes throughout
- ✓ Demonstrate an awareness of the role of the performer

Students will have **one practice attempt** before their performance and **one marked final attempt**.

Marking Criteria	
You will be assessed on your ability to:	
Performance ✓ show technical fluency ✓ show stylistic interpretation ✓ show performance and musical expression ✓ show solo/ensemble awareness.	**Composition** ✓ notate a piece using traditional notation ✓ use digital notation software ✓ compose using the concepts of music

Marking Guidelines

Part A: Composition 15%

Marking Criteria	MARK
• Composes a work that successfully shows an accomplished understanding of style, the concepts of music, and the relationships between the concepts • Demonstrates comprehensive knowledge and understanding of score conventions and performance directions appropriate to the chosen topic • Demonstrates high level skills in organising ideas into musical structures	**12-15**
• Composes a work that shows a developed understanding of style, the concepts of music, and the relationships between the concepts • Demonstrates developed knowledge and understanding of score conventions and performance directions appropriate to the chosen topic • Demonstrates developed skills in organising ideas into musical structures	**9-11**
• Composes a work that shows an understanding of style, the concepts of music, and the relationships between the concepts • Demonstrates an understanding of score conventions and performance directions appropriate to the chosen topic • Demonstrates some skills in organising ideas into musical structures	**7–10**
• Composes a work that shows a basic understanding of style, the concepts of music, and the relationships between the concepts • Demonstrates a basic understanding of score conventions and performance directions appropriate to the chosen topic • Demonstrates basic skills in organising ideas into musical structures	**4-6**
• Composes a work that shows a limited understanding of style, the concepts of music, and the relationships between the concepts • Demonstrates a limited understanding of score conventions and performance directions appropriate to the chosen topic • Demonstrates limited skills in organising ideas into musical structures	**1-3**
• Non-serious attempt/ not submitted	**0**

Part B: Performance 20%

Marking Criteria	MARK
• Demonstrates highly-developed technical skills • Demonstrates perceptive stylistic understanding through articulation, dynamics and expressive techniques • Performs with a well-developed sense of personal expression • Demonstrates a highly-developed understanding of solo/ensemble techniques	**17-20**
• Demonstrates developed technical skills • Demonstrates good stylistic understanding through articulation, dynamics and expressive techniques • Performs with a developed sense of personal expression • Demonstrates a developed understanding of solo/ensemble techniques	**13-16**
• Demonstrates some technical skills • Demonstrates some stylistic understanding through articulation, dynamics and expressive techniques • Performs with some sense of personal expression • Demonstrates some understanding of solo/ensemble techniques	**9-12**
• Demonstrates basic technical skills • Demonstrates basic stylistic understanding through articulation, dynamics and expressive techniques • Performs with a limited sense of personal expression • Demonstrates a limited understanding of solo/ensemble techniques	**5-8**
• Demonstrates very limited technical skills • Demonstrates little evidence of stylistic understanding of the chosen style • Performs with little or no sense of musical expression • Demonstrates little or no awareness of the performer's role as a soloist/ensemble member	**1-4**
• Non-serious attempt/not submitted	**0**

Assessment Task Notification

Course	Year 7 Music
Task Number	1
Task Weight	35%
Date of Notification	Week 5, Term 1 2023
Due Date	Week 8, Term 1 2023

Outcomes Assessed

A student –

4.3 - performs music demonstrating solo and/or ensemble awareness
4.7 - demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
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
4.11 - demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform

Task Description

Performance and Listening Exam

Guitar performance and in-class listening exam on the Instruments of the Orchestra.

PART A:

Students are to rehearse and perform a song on the guitar. They will have a selection of 3 songs to choose from, each having a grading of either a C, B or A. You will be given lessons in class to rehearse your piece with the assistance of your teacher before performing your song to your teacher individually in the final lesson of Week 10.

Your selection of pieces are as follows:

Song	Artist	Grading	Highest Awarded Mark
Smoke on the Water	Deep Purple	C	10/20
Seven Nation Army	The White Stripes	B	15/20
Enter Sandman	Metallica	A	20/20

The pieces of music have been graded according to their difficulty. Students should begin by practicing the C grade piece, and when they are confident with this, move to the B grade piece, and so on to the A grade piece. It is recommended that students be assessed on the piece that they feel they can play strongly and confidently in order to be awarded the highest mark possible.

PART B:

Students will complete an in-class exam that will assess their understanding of the Instruments of the Orchestra. The exam will take 25 minutes total and will be conducted **under exam conditions.**

Students need to know:

- the instruments of the orchestra
- tone colours of the instruments
- how to describe the pitch of the instruments heard

Marking Criteria	
You will be assessed on your ability to:	
Performance • show technical fluency • show stylistic interpretation • show performance and musical expression • show solo/ensemble awareness	Listening Exam • demonstrate content knowledge • show an understanding of the chosen topic • aurally identify instruments tone colours and pitch

Marking Guidelines

Part A: 10% Performance

C Level

Marking Criteria	MARK
• A piece with outstanding pitch accuracy was performed. • A piece with outstanding rhythmic accuracy was performed. • A piece with an outstanding level of technical fluency and a steady and consistent tempo was performed.	**9-10**
• A piece with great pitch accuracy was performed • A piece with great rhythmic accuracy was performed. • A piece with a sound level of technical fluency and sometimes inconsistent tempo was performed.	**7-8**
• A piece with sound pitch accuracy was performed. • A piece with sound rhythmic accuracy was performed. • A piece with a sound level of technical fluency and sometimes inconsistent tempo was performed.	**5-6**
• A piece with little pitch accuracy was performed. • A piece with little rhythmic accuracy was performed. • A piece with a low level of technical fluency and inconsistent tempo was performed.	**3-4**
• A piece with little to no pitch accuracy was performed. • A piece with little or no rhythmic accuracy was performed. • A piece with a limited level of technical fluency and inconsistent tempo was performed.	**1-2**
• Not submitted or non serious attempt	**0**

B Level

Marking Criteria	MARK
• A piece with outstanding pitch accuracy was performed. • A piece with outstanding rhythmic accuracy was performed. • A piece with an outstanding level of technical fluency and a steady and consistent tempo was performed.	**12-15**
• A piece with great pitch accuracy was performed • A piece with great rhythmic accuracy was performed. • A piece with a sound level of technical fluency and sometimes inconsistent tempo was performed.	**9-11**
• A piece with sound pitch accuracy was performed. • A piece with sound rhythmic accuracy was performed. • A piece with a sound level of technical fluency and sometimes inconsistent tempo was performed.	**5-8**
• A piece with little pitch accuracy was performed. • A piece with little rhythmic accuracy was performed. • A piece with a low level of technical fluency and inconsistent tempo was performed.	**3-4**
• A piece with little to no pitch accuracy was performed. • A piece with little or no rhythmic accuracy was performed. • A piece with a limited level of technical fluency and inconsistent tempo was performed.	**1-2**
• Not submitted or non serious attempt	**0**

A Level

Marking Criteria	MARK
• A piece with outstanding pitch accuracy was performed. • A piece with outstanding rhythmic accuracy was performed. • A piece with an outstanding level of technical fluency and a steady and consistent tempo was performed.	**17-20**
• A piece with great pitch accuracy was performed • A piece with great rhythmic accuracy was performed. • A piece with a sound level of technical fluency and sometimes inconsistent tempo was performed.	**13-16**
• A piece with sound pitch accuracy was performed. • A piece with sound rhythmic accuracy was performed. • A piece with a sound level of technical fluency and sometimes inconsistent tempo was performed.	**9-12**
• A piece with little pitch accuracy was performed. • A piece with little rhythmic accuracy was performed. • A piece with a low level of technical fluency and inconsistent tempo was performed.	**5-8**
• A piece with little to no pitch accuracy was performed. • A piece with little or no rhythmic accuracy was performed. • A piece with a limited level of technical fluency and inconsistent tempo was performed.	**1-4**
• Not submitted or non serious attempt	**0**

Part B: 25% Exam

Marking Criteria	MARK
• Demonstrates a sophisticated understanding of the musical concepts and instruments of the orchestra. • Consistently demonstrates musical literacy and an advanced understanding of • terminology appropriate to the context. • Correctly identifies the pitch of the instruments of the orchestra.	**21-25**
• Demonstrates a great understanding of the musical concepts and instruments of the orchestra. • Mostly demonstrates musical literacy and a great understanding of terminology appropriate to the context. • Correctly identifies the pitch of the instruments of the orchestra with minor errors.	**16-20**
• Demonstrates an understanding of musical concepts and instruments of the Orchestra. • Demonstrates musical literacy and understands terminology appropriate to the context. • Correctly identifies the pitch of the instruments of the orchestra with some errors.	**11-15**
• Demonstrates a basic understanding of musical concepts and instruments of the Orchestra. • Demonstrates basic musical literacy and a basic understanding of terminology appropriate to the context. • Rarely identifies the pitch of the instruments of the orchestra.	**6-10**
• Demonstrates a limited understanding of musical concepts and instruments of the Orchestra. • Demonstrates little evidence of musical literacy and understands terminology appropriate to the context at a basic level. • Does not identify the pitch of the instruments of the orchestra.	**1-5**
• Not submitted or non-serious attempt	**0**

Assessment Task Notification

Course	Year 7 Music
Task Number	3
Task Weight	30%
Date of Notification	Week 2, Term 4 2023
Due Date	Week 6, Term 4 2023

Outcomes Assessed

A student –

4.1 - performs in a range of musical styles demonstrating an understanding of musical concepts
4.3 - performs music demonstrating solo and/or ensemble awareness
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
4.10 - identifies the use of technology in the music selected for study, appropriate to the musical context

Task Description

Composition and Performance

Students are to create and perform a jingle for a product and write a reflection about how their Jingle advertises their product.

Part A: Composition & Performance 20%

You are to create a Jingle to sell a product. You may create a product or use something that already exists. You will have time in class to create a 20-30 second composition on the piano/keyboard. You are also to perform your Jingle to your teacher in class time.

Your performance must:

- Use different note values and lengths
- Display accuracy and fluency
- Be appropriate to advertise your product

Part B: Written 10%
You need to submit a written or typed document explaining how the Jingle you created is appropriate for advertising your product.

You should include:

- Why Jingles are used to sell things
- How you used the Concepts of Music
- What it is about your Jingle that advertises your product
- Why you used the sound/s you did
- how to describe the pitch of the instruments heard

Marking Criteria	
You will be assessed on your ability to:	
Performance • show technical fluency • show an understanding of the style and topic stylistic interpretation	Composition • create a jingle appropriate to the style • reflect on your compositional choices

Marking Guidelines

Part A: 20% Performance & Composition

Marking Criteria:	MARK
• Composes a work that successfully advertises the product and shows an excellent understanding of the course topic • Demonstrates high level performance skills, showing an increasing ability to perform with fluency and accuracy	**17-20**
• Composes a work that advertises the product and shows a good understanding of the course topic • Demonstrates good performance skills, showing an increasing ability to perform with fluency and accuracy	**13-16**
• Composes a work that advertises the product and shows a sound understanding of the course topic • Demonstrates some performance skills, showing an increasing ability to perform with fluency and accuracy	**9-12**
• Composes a work that may or may not advertise the product and shows a basic understanding of the course topic • Demonstrates basic performance skills, showing an increasing ability to perform with fluency and accuracy	**5-8**
• Composes a work that does not advertise the product and shows a limited understanding of the course topic • Demonstrates limited performance skills, showing a limited ability to perform with fluency and accuracy	**1-4**
• Non-serious attempt/ not submitted	**0**

Part B: 10% Written

Marking Criteria:	MARK
• Reflection demonstrates an excellent understanding of the course topic • Reflection is highly detailed and includes all required information • Demonstrates an increasing appreciation of music as an artform and shows comprehensive knowledge and understanding of music in advertisement	**9-10**
• Reflection demonstrates a good understanding of the course topic • Reflection is detailed and includes all required information • Demonstrates an increasing appreciation of music as an artform and shows good knowledge and understanding of music in advertisement	**7-8**
• Reflection demonstrates a sound understanding of the course topic • Reflection is sound and includes most of the required information • Demonstrates an sound appreciation of music as an artform and shows sound knowledge and understanding of music in advertisement	**5-6**
• Reflection demonstrates a basic understanding of the course topic • Reflection is basic and includes some required information • Demonstrates an limited appreciation of music as an artform and shows basic knowledge and understanding of music in advertisement	**3-4**
• Reflection demonstrates a limited understanding of the course topic • Reflection is not detailed and includes little of the required information • Does not demonstrate an increasing appreciation of music as an artform and shows little/no knowledge and/or understanding of music in advertisement	**1-2**
• Non-serious attempt/ not submitted	**0**

PDHPE
YEAR 7 - 2023

OVERVIEW OF COURSE CONTENT:

In Term One, students explore their sense of self and draw on strategies to assist them in coping with changes during a challenging developmental period of their lives. Students will explore the nature and types of changes experienced during adolescence and investigate the impact these changes could have on identity, relationships and health.

In Term Two, students study bullying and harassment. This will include the ability to recognise abuse and understand its impact on an individual. By the end of this unit students will be able to; understand power in relationships, recognise the forms of bullying and harassment and develop help-seeking strategies and devise strategies to stay safe.

In Term Three, students will investigate the role of nutrition, physical activity and mental health in promoting and maintaining their health and wellbeing. Students will learn strategies as to how they can make positive health choices. This unit will also introduce the components of health and the influencing factors on health. Students will learn about the impact of the media, the environment and people within their community.

In Term Four, students explore positive and negative risk and the factors that influence risk-taking and decision-making in a variety of contexts. They learn about safe and unsafe behaviours and environments. Students explore the self-management and interpersonal skills required to promote their own and others' health, safety and wellbeing.

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	9	You, Me and Others Topic Test	4.1, 4.2, 4.3	10%
1	10	Fundamental Movement Skills Formative Practical Mark 1	4.4, 4.8, 4.11	10%
2	5	Athletics Formative Practical Mark 2	4.4, 4.11	5%
2	6	Bullying No Way Online Task	4.2, 4.3, 4.9, 4.10	15%
2	10	Minor Games Formative Practical Mark 3	4.4, 4.5	10%

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	5	Fitness Formative Practical Mark 4	4.7, 4.8	5%
3	10	Balanced Lifestyle Research Task	4.7	15%
3	10	Challenge and Initiative Games Formative Practical Mark 5	4.4., 4.5, 4.10	5%
4	5	Net/Wall Court Games Formative Practical Mark 6	4.4, 4.5	10%
4	5	Quiz	4.6, 4.7, 4.9, 4.10	10%
4	10	Cultural Games Formative Practical Mark 7	4.5, 4.6	5%

Assessment Task Notification

Course	Year 7 PDHPE
Task Number	Assessment Task 1
Task Weight	10%
Date of Notification	Term 1 Week 7
Due Date	Term 1 Week 9

Outcomes Assessed

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

Task Description

Students complete in class quiz in Week 9

Marking Criteria

Students will be assessed on their ability to:

- ✓ Describe testing procedures that are applicable to the relevant component of fitness.
- ✓ Recognise activities that develop the health and skill related components of fitness.
- ✓ Devise realistic opportunities to increase physical activity levels.

Assessment Task Notification

Course	Year 7 PDHPE
Task Number	Assessment Task 2
Task Weight	15%
Date of Notification	Term 2 Week 4
Due Date	Term 2 Week 6

Outcomes Assessed

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
PD4-9 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

Task Description

Students complete topic quiz online in class in Week 6

Marking Criteria

Students will be assessed on their ability to:

- ✓ Demonstrate appropriate responses to a variety of bullying situations
- ✓ Demonstrate knowledge and understanding of the right and responsibilities in a variety of relationships
- ✓ Devise strategies for help-seeking and staying safe in various situations

Assessment Task Notification

Course	Year 7 PDHPE
Task Number	Assessment Task 3
Task Weight	15%
Date of Notification	Term 3 Week 8
Due Date	Term 3 Week 8

Outcomes Assessed

A student –

PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities

Task Description

1. Describe the Australian Guide to Healthy Eating (½ page)
2. Create your own food diary for one week. You may wish to use the following template to help your Food Diary. (This document also includes the Australian Guide to Healthy Eating and references to serving sizes).
3. With specific reference to the Australian Guide to Healthy Eating and individual nutrients:
    1. discuss the strengths and weaknesses of your weekly nutritional intake (½ page)
    2. propose three recommendations on how you think your nutrition can be improved (½ page)
    3. justify these recommendations (1 page)
4. Remember to present your work in a clear and logical manner and to include visual stimulus.
5. Remember also to address the KEY TERM and include a bibliography.

Students complete food diary for a week then complete reflection questions in class in Week 10

Marking Criteria

Students will be assessed on their ability to:

- ✓ Compile an in-depth diary of the foods they consume in a week.
- ✓ Assess their diary by making recommendations on changes they could make in accordance to the Australian Guide to Healthy Eating

Assessment Task Notification

Course	Year 7 PDHPE
Task Number	Assessment Task 4
Task Weight	10%
Date of Notification	Term 4 Week 3
Due Date	Term 4 Week 5

Outcomes Assessed

A student –

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
PD4-9 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

Task Description

Quiz to be completed in class in Week 5

Marking Criteria

Students will be assessed on their ability to:

- ✓ Demonstrate knowledge and understanding of first aid scenarios
- ✓ Demonstrate knowledge and understanding of the skills to live safely
- ✓ Apply appropriate decision making in a variety of scenarios

Science Year 7 - 2023

OVERVIEW OF COURSE CONTENT:

	Unit Title	Focus Outcomes	Assessment & mode	Assessment Total	Date Due

Assessment Task Notification

Course	Year 7 Science (Stage 4)
Task Number	1 (Practical Examination)
Task Weight	20% (5% K&U) (15% WS)
Date of Notification	Week 8, Term 1 2023
Due Date	Week 11, Term 1 2023

Outcomes Assessed

A student –

Working Scientifically (What skills do I need to use?)

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

Content Assessed

WS5.3 Students choose equipment or resources for an investigation by:

a. identifying suitable equipment or resources to perform the task, including safety equipment and digital technologies

WS6 Students conduct investigations by:

b. assembling and using appropriate equipment and resources to perform the investigation, including safety equipment

WS7.1 Students process data and information by:

b. using a range of representations to organise data, including graphs, keys, models, diagrams, tables and spreadsheets

c. extracting information from diagrams, flowcharts, tables, databases, other texts, multimedia resources and graphs including histograms and column, sector and line graph

WS7.2 Students analyse data and information by:

b. constructing and using a range of representations, including graphs, keys and models to represent and analyse patterns or relationships, including using digital technologies as appropriate (ACSIS129, ACSIS144)

WS8 Students solve problems by:

a. using identified strategies to suggest possible solutions to a familiar problem

WS9 Students communicate by:

a. presenting ideas, findings and solutions to problems using scientific language and representations using digital technologies as appropriate (ACSIS133, ACSIS148)

d. constructing and using a range of representations to honestly, clearly and/or succinctly present data and information including diagrams, keys, models, tables, drawings, images, flowcharts, spreadsheets and databases

e. constructing and using the appropriate type of graph (histogram, column, sector or line graph) to express relationships clearly and succinctly, employing digital technologies as appropriate

Task Description

Task Type: Practical Examination

Task Instructions: This task will assess students' knowledge and understanding of the first topic Working Scientifically. The practical and written examination will assess their ability to work scientifically and communicate scientific information individually.
There will be 3 sections: Part A – Practical, Part B – Multiple choice, Part C – Short Response

General Instructions:

- Reading time – 5 minutes
- Working time – 55 minutes
- Write using black pen and draw diagrams using pencil
- Calculators approved by NESA may be used
- No speaking or interacting with fellow students. This may result in a zero result.

Responsibilities:

If absent for an in - class task, it is your responsibility to get a note from your parents/carers saying why you were away. There must be a good reason for not completing the task on the day required. Notes must be handed to the faculty Head Teacher. If approved you may undertake the task at a later time or alternate task, or receive an estimate for the task. Appeals will be decided by the Appeals Committee convened by the Year Deputy Principal.
If you know that you will be away in advance you are required to apply before your absence to the faculty Head Teacher in writing. The faculty Head Teacher will make the decision.

Assessment Criteria

You will be assessed on your ability to:

- You will be assessed on your ability to:
- Answer a range of short and long answer questions that require you to apply the knowledge you have gained over the semester.
- Use a variety of Working Scientifically skills to draw conclusions, communicate ideas and make connections using scientific terms and language for a suitable audience or purpose.
- Demonstrate safe practice when using scientific equipment.
- Solves a range of scientific problems using primary and secondary data, critical thinking skills and scientific processes.

Assessment Task Notification

Course	Year 7 Science (Stage 4)
Task Number	2 (Research Task and Poster)
Task Weight	30% (15%K&U) (15%WS)
Date of Notification	Week 4, Term 2 2023
Due Date	Monday Week 8, Term 2 2023

Outcomes Assessed

A student –

Working Scientifically (What skills do I need to use?)
SC4-5WS Collaboratively and individually produces a plan to investigate questions and problems
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

Knowledge and Understanding (What do I need to know?)
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

Content Assessed

WS5.1 Students identify data to be collected in an investigation by:

c. locating possible sources of data and information, including secondary sources, relevant to the investigation

WS7.1 Students process data and information by:

a. summarising data from students' own investigations and secondary sources (ACSIS130, ACSIS145)

b. using a range of representations to organise data, including graphs, keys, models, diagrams, tables and spreadsheets

WS7.2 Students analyse data and information by:

a. checking the reliability of gathered data and information by comparing with observations or information from other sources

b. constructing and using a range of representations, including graphs, keys and models to represent and analyse patterns or relationships, including using digital technologies as appropriate (ACSIS129, ACSIS144)

c. identifying data which supports or discounts a question being investigated or a proposed solution to a problem

WS8 Students solve problems by:

d. using cause and effect relationships to explain ideas and findings

WS9 Students communicate by:

a. presenting ideas, findings and solutions to problems using scientific language and representations using digital technologies as appropriate (ACSIS133, ACSIS148)

b. using appropriate text types in presentations, including a discussion, explanation, exposition, procedure and recount

d. constructing and using a range of representations to honestly, clearly and/or succinctly present data and information including diagrams, keys, models, tables, drawings, images, flowcharts, spreadsheets and databases

CW1 The properties of the different states of matter can be explained in terms of the motion and arrangement of particles. (ACSSU151)

Students:

a. describe the behaviour of matter in terms of particles that are continuously moving and interacting

CW3 Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques. (ACSSU113)

Students:

a. describe the importance of water as a solvent in daily life, industries and the environment

c. relate a range of techniques used to separate the components of some common mixtures to the physical principles involved in each process, including filtration, decantation, evaporation, crystallisation, chromatography and distillation

d. investigate the application of a physical separation technique used in everyday situations or industrial processes, eg water filtering, sorting waste materials, extracting pigments or oils from plants, separating blood products or cleaning up oil spills

e. research how people in different occupations use understanding and skills from across the disciplines of Science in carrying out separation techniquese. constructing and using the appropriate type of graph (histogram, column, sector or line graph) to express relationships clearly and succinctly, employing digital technologies as appropriate

Task Description

Task Type: Research and Create a Poster **-** REAL WORLD EXAMPLE OF MIXTURE SEPARATION
Task Instructions: You have been tasked to design a poster that describes a real-world example of a mixture technique. You may choose from the list of separation techniques to create a poster on:

- Magnetic
- Filtration
- Evaporation
- Sieving

You need to design a poster that:

- Identifies the separation technique and real-world example
- Identifies if it is a soluble or insoluble mixture
- Identifies the states of matter (solid/liquid/gas) being separated using a description.
- Describes using descriptions and figures how the separation technique works and what it separates (solute/solvent).
- Explains how this technique benefits society and its industry.

Some examples of real-world applications using separation techniques for mixtures you may choose:

- Fishing industry – **Sieving**
- Cleaning of pools, coffee machines, car fuel systems – **Filtration**
- Production of salt – **Evaporation and crystallisation**
- Extracting metal from Ores –**Sieving, froth flotation**
- Sorting metal scrap yards – **Magnetic separation**
- Water treatment – **Filtration**
- Cleaning up Ocean Oil Spills – **Skimmers, booms**

You MUST include a reference list for the sources that you use attached to the poster.

Resources available:

- CANVA.com to design a poster
- A3 paper
- Google doc

Submission of Task: Physical Posters no larger than A3 are to be handed to the classroom teacher by 3.20pm by the due date. Digital posters must be submitted via google classroom by 3.20pm by the due date.

Time Allowed: You will be provided three periods of class time to work on the task, seek assistance and verbal feedback by the classroom teacher. The rest of the task is to be completed at home.

Responsibilities:

- You are expected to perform the tasks which are part of the Assessment Program at the set time.
- Hand in the tasks on the date due. Some tasks must be completed in class.
- If you know that you will be away in advance you are required to apply before your absence to the faculty Head Teacher in writing. The faculty Head Teacher will make the decision.

You do not have permission to complete assessment tasks during class time. It is your responsibility to have assessment tasks completed by the due date.

Assessment Criteria
You will be assessed on your ability to:

Criteria	Extensive - A	Thorough - B	Sound - C	Basic- D	Elementary - E
	20-17	16-13	12-9	8-5	4-0
Knowledge and Understanding					
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	Addresses **ALL (5/5)** aspects to the task, including: - Identification of separation technique and example - Identification of Insoluble or soluble substance. - Identified states of matter - Describe the process including key terminology. - Explain the benefits to society and industry Information Is extensive and highly relevant. Use **extensive** scientific evidence and critical thinking skills to solve problems including - An insightful explanation relating to how understanding mixtures relates to their uses in everyday life.	Addresses **MAJORITY (4/5)** aspects to the task, including: - Identification of separation technique and example - Identification of Insoluble or soluble substance. - Identified states of matter - Describe the process including key terminology. - Explain the benefits to society and industry Information is detailed and thorough. Use **thorough** scientific evidence and critical thinking skills to solve problems including - A brief explanation relating to how understanding mixtures relates to their uses in everyday life.	Addresses **MOST (3/5)** aspects to the task, including: - Identification of separation technique and example - Identification of Insoluble or soluble substance. - Identified states of matter - Describe the process including key terminology. - Explain the benefits to society and industry Information is relevant and sound. May contain unnecessary content. Use **sound** scientific evidence and critical thinking skills to solve problems including - A description relating to how understanding mixtures relates to their uses in everyday life.	Addresses **SOME (2/5)** **a**spects to the task, including: - Identification of separation technique and example - Identification of Insoluble or soluble substance. - Identified states of matter - Describe the process including key terminology. - Explain the benefits to society and industry Information provided is basic. Use **basic** scientific evidence and critical thinking skills to solve problems including - Some statements relating to how understanding mixtures relates to their uses in everyday life.	Addresses **FEW (1/5)** aspects to the task, including: - Identification of separation technique and example - Identification of Insoluble or soluble substance. - Identified states of matter - Describe the process including key terminology. - Explain the benefits to society and industry Elementary knowledge of the topic with inadequate information provided. There are some **elementary** statements that relate to how understanding mixtures relates to their uses in everyday life. OR No attempt.

Criteria	Extensive - A	Thorough - B	Sound - C	Basic- D	Elementary - E
	5	4	3	2	1-0
Working Scientifically					
SC4-5WS – Planning Investigations *Reference list* WS5.1c	> 5 relevant resources to support their information. Correctly formatted reference list.	> 4 relevant resources to support their information. Correctly formatted reference list.	> 3 relevant resources to support their information. Correctly formatted reference list.	> 2 relevant resources to support their information. Reference list present with some errors.	Has at least 1 relevant resource to support their information. Reference list present with errors OR No attempt made.
SC4-7WS - Processing and analysing data and information *Quality of diagrams and text used* *Relevance of text and diagrams used* WS7.1a, b WS7.2a, b, c	Text is well presented with an extensive description. An extensive range of representations are included, including - > 4 diagrams - diagram of the states of matter In ALL cases: - selects accurate, reliable, valid and relevant qualitative and quantitative data and information.	Most text is well presented with a thorough description. A thorough range of representations are included, including - > 3 diagrams - diagram of the states of matter In MOST cases: - selects accurate, reliable, valid and relevant qualitative and quantitative data and information.	Some text is well presented with a sound description. A sound range of representations are included, including - > 2 two diagrams - diagram of the states of matter In SOME cases: - selects accurate, reliable, valid and relevant qualitative and quantitative data and information	Text is presented with a basic description. A basic range of representations are included, including - > 1 one diagram - diagram of the states of matter ATTEMPTS made to: - select accurate, reliable, valid, and relevant qualitative and quantitative data and information.	Text is not well presented with an elementary description. A limited range of representations are included OR missing diagrams required. LIMITED attempts to: - select accurate, reliable, valid and relevant qualitative and quantitative data and information.

SC4-8WS - Problem solving *Impact of language* *WS8.1d*	Student made an **extensive** attempt at using cause and effect relationships to explain the benefits of using the separating and its positive impact on society and the industry it is used in.	Student made a **thorough** attempt at using cause and effect relationships to explain the benefits of using the separating and its positive impact on society and the industry it is used in.	Student made a **sound** attempt at using cause and effect relationships to explain the benefits of using the separating and its positive impact on society and the industry it is used in.	Student made a **basic** attempt at using cause and effect relationships to explain the benefits of using the separating and its positive impact on society and the industry it is used in.	Student made a **elementary** attempt at using cause and effect relationships to explain the benefits of using the separating and its positive impact on society and the industry it is used in.
SC4-9WS – Communicating *Presentation of poster and design* - *Layout and design, spelling and grammar and impact.* WS9a, b, d	Information is **extensively** organised with clear titles and subheadings. All the information can be easily read and very detailed. Only two fonts are used. No grammatical, spelling or punctuation errors. All graphics are related to the topic and make it easier to understanding. The message of the poster was clear and extensive.	Information is **thoroughly** organised with titles and subheadings. Majority of the information can be easily read and detailed. Only two fonts are used. Almost no grammatical, spelling or punctuation errors. All graphics are related and most make it easier to understand. The message of the poster was mostly clear and thorough	Information is organised in a **sound** manner with some titles and subheadings. Most of the information can be easily read and detailed. Only two fonts are used. A few grammatical, spelling or punctuation errors. Majority of the graphics relate to the topic. The message of the poster was somewhat clear and sound.	Information is organised in a **basic** manner with a title but no subheadings. Some of the information can be easily read and detailed. More than two fonts are used. Some grammatical, spelling or punctuation errors Some of the graphics relate to the topic. The message of the poster was unclear and basic.	Information is disorganised in an **elementary** manner. Most of the information is unclear or hard to read. More than two fonts are used. Many grammatical, spelling or punctuation errors. Graphics do not relate to the topic. The message of the poster was not clear and elementary.

Assessment Task Notification

Course	Year 7 Science (Stage 4)
Task Number	3 (Practical Examination)
Task Weight	25% (10% K&U) (15% WS)
Date of Notification	Week 3, Term 3 2023
Due Date	Week 6, Term 3 2023

Outcomes Assessed

A student –

Working Scientifically (What skills do I need to use?):
SC4-4WS: identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
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
SC4-9WS: presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations

Knowledge and Understanding (What do I need to know?):
SC4-14LW: relates the structure and function of living things to their classification, survival and reproduction

Content Assessed

WS4 Students question and predict by:
b. making predictions based on scientific knowledge and their own observations (ACSIS124, ACSIS139)

WS6 Students conduct investigations by:
b. assembling and using appropriate equipment and resources to perform the investigation, including safety equipment
c. selecting equipment to collect data with accuracy appropriate to the task (ACSIS126, ACSIS141)
e. recording observations and measurements accurately, using appropriate units for physical quantities

WS7.1 Students process data and information by:
b. using a range of representations to organise data, including graphs, keys, models, diagrams, tables and spreadsheets
c. extracting information from diagrams, flowcharts, tables, databases, other texts, multimedia resources and graphs including histograms and column, sector and line graphs
e. applying simple numerical procedures, eg calculating means when processing data and information, as appropriate

WS7.2 Students analyse data and information by:
b. constructing and using a range of representations, including graphs, keys and models to represent and analyse patterns or relationships, including using digital technologies as appropriate (ACSIS129, ACSIS144)
d. using scientific understanding to identify relationships and draw conclusions based on students' data or secondary sources (ACSIS130, ACSIS145)

WS9 Students communicate by:
a. presenting ideas, findings and solutions to problems using scientific language and representations using digital technologies as appropriate (ACSIS133, ACSIS148)

b. using appropriate text types in presentations, including a discussion, explanation, exposition, procedure and recount
d. constructing and using a range of representations to honestly, clearly and/or succinctly present data and information including diagrams, keys, models, tables, drawings, images, flowcharts, spreadsheets and databases
e. constructing and using the appropriate type of graph (histogram, column, sector or line graph) to express relationships clearly and succinctly, employing digital technologies as appropriate

LW1 There are differences within and between groups of organisms; classification helps organise this diversity (ACSSU111)
Students:
a. identify reasons for classifying living things
b. classify a variety of living things based on similarities and differences in structural features
c. use simple keys to identify a range of plants and animals
d. identify some examples of groups of micro-organisms
e. outline the structural features used to group living things, including plants, animals, fungi and bacteria
f. explain how the features of some Australian plants and animals are adaptations for survival and reproduction in their environment

LW2 Cells are the basic units of living things and have specialised structures and functions (ACSSU149)
Students:
a. identify that living things are made of cells
b. identify structures within cells, including the nucleus, cytoplasm, cell membrane, cell wall and chloroplast, and describe their functions
c. outline the role of respiration in providing energy for the activities of cells
d. identify that new cells are produced by cell division
e. distinguish between unicellular and multicellular organisms
f. identify that different types of cells make up the tissues, organs and organ systems of multicellular organisms

Task Description

Task Type: Practical/Skills Test
Task Description: Students will be assessed on their ability to answer questions on the above outcomes and on their working scientific skills. They will complete the assessment under supervised exam conditions during one period.
Student's will complete ALL three sections of the test. Section 1: Practical Component (Using a microscope), Section 2: Multiple Choice ad Section 3: Short Answers
General Instructions:

- Reading time – 5 minutes
- Working time – 55 minutes
- Write using black pen
- Draw diagrams using pencil
- Calculators approved by NESA may be used

No speaking or interacting with fellow students. This may result in a zero result.
Students need to meet the following expectations:

- This is a compulsory assessment task.
- This is under exam conditions.
- You should attempt all questions in this task.

If absent for an in - class task, it is your responsibility to get a note from your parents/carers saying why you were away. There must be a good reason for not completing the task on the day required. Notes must be handed to the faculty Head Teacher. If approved you may undertake the task or alternate task, or receive an estimate for the task. Appeals will be decided by the Appeals committee convened by the Year Deputy Principal. If you know that you will be away in advance you are required

to apply before your absence to the faculty Head Teacher in writing. The faculty Head Teacher will make the decision.

Assessment Criteria
You will be assessed on your ability to: • Answer a range of short and long answer questions that require you to apply the knowledge you have gained over the semester. • Use a variety of Working Scientifically skills to draw conclusions, communicate ideas and make connections using scientific terms and language for a suitable audience or purpose. • Conduct an investigation to gather information • Solves a range of scientific problems using primary and secondary data, critical thinking skills and scientific processes.

Assessment Task Notification

Course	Year 7 Science (Stage 4)
Task Number	4 (Yearly Examination)
Task Weight	25% (10% K&U) (15%WS)
Date of Notification	Week 2, Term 4 2023
Due Date	Week 5, Term 4 2023

Outcomes Assessed

A student –

Working Scientifically (What skills do I need to use?):
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

Knowledge and Understanding (What do I need to know?):
SC4-10PW: describes the action of unbalanced forces in everyday situations
SC4-12ES: describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
SC4-14LW: relates the structure and function of living things to their classification, survival and reproduction

Content Assessed

WS7.1 Students process data and information by:
a. summarising data from students' own investigations and secondary sources
b. using a range of representations to organise data, including graphs, keys, models, diagrams, tables and spreadsheets
c. extracting information from diagrams, flowcharts, tables, databases, other texts, multimedia resources and graphs including histograms and column, sector and line graphs

WS7.2 Students analyse data and information by:
b. constructing and using a range of representations, including graphs, keys and models to represent and analyse patterns or relationships, including using digital technologies as appropriate
d. using scientific understanding to identify relationships and draw conclusions based on students' data or secondary sources
e. proposing inferences based on presented information and observations

WS8 Students solve problems by:
b. describing different strategies that could be employed to solve an identified problem with a scientific component
d. using cause and effect relationships to explain ideas and findings
e. evaluating the appropriateness of different strategies for solving an identified problem

WS9 Students communicate by:
a. presenting ideas, findings and solutions to problems using scientific language and representations using digital technologies as appropriate
d. constructing and using a range of representations to honestly, clearly and/or succinctly present data and information including diagrams, keys, models, tables, drawings, images, flowcharts, spreadsheets and databases

e. constructing and using the appropriate type of graph (histogram, column, sector or line graph) to express relationships clearly and succinctly, employing digital technologies as appropriate

PW1 Change to an object's motion is caused by unbalanced forces acting on the object
Students:
a. identify changes that take place when particular forces are acting

b. predict the effect of unbalanced forces acting in everyday situations

d. analyse some everyday common situations where friction operates to oppose motion and produce heat

e. investigate factors that influence the size and effect of frictional forces

PW2 The action of forces that act at a distance may be observed and related to everyday situations
Students:
c. describe the behaviour of charged objects when they are brought close to each other

e. identify that the Earth's gravity pulls objects towards the centre of the Earth

g. distinguish between the terms 'mass' and 'weight'

h. describe the behaviour of magnetic poles when they are brought close together

ES2 Scientific knowledge changes as new evidence becomes available. Some technological developments and scientific discoveries have significantly changed people's understanding of the solar system.
Students:
b. demonstrate, using examples, how ideas by people from different cultures have contributed to the current understanding of the solar system

c. compare historical and current models of the solar system to show how models are modified or rejected as a result of new scientific evidence

ES4 Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management.
Students:
a. identify that water is an important resource that cycles through the environment

b. explain the water cycle in terms of the physical processes involved

c. demonstrate how scientific knowledge of the water cycle has influenced the development of household, industrial and agricultural water management practices

LW1 There are differences within and between groups of organisms; classification helps organise this diversity.
Students:
b. classify a variety of living things based on similarities and differences in structural features
c. use simple keys to identify a range of plants and animals

LW2 Cells are the basic units of living things and have specialised structures and functions.
Students:
a. identify that living things are made of cells
b. identify structures within cells, including the nucleus, cytoplasm, cell membrane, cell wall and chloroplast, and describe their functions
f. identify that different types of cells make up the tissues, organs and organ systems of multicellular organisms

CW1 The properties of the different states of matter can be explained in terms of the motion and arrangement of particles.
Students:
a. describe the behaviour of matter in terms of particles that are continuously moving and interacting
b. relate an increase or decrease in the amount of heat energy possessed by particles to changes in particle movement
c. use a simple particle model to predict the effect of adding or removing heat on different states of matter

d. relate changes in the physical properties of matter to heat energy and particle movement that occur during observations of evaporation, condensation, boiling, melting and freezing

CW3 Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques.
Students:
b. describe aqueous mixtures in terms of solute, solvent and solution
c. relate a range of techniques used to separate the components of some common mixtures to the physical principles involved in each process, including filtration, decantation, evaporation, crystallisation, chromatography and distillation

Task Description

Task Type: Yearly Examination
Task Description: Students will be assessed on their ability to answer questions on the above outcomes and on their working scientific skills. They will complete the assessment under supervised exam conditions during one period.

General Instructions:

- Reading time – 5 minutes
- Working time – 50 minutes
- Write using black pen
- Draw diagrams using pencil and ruler
- Calculators approved by NESA may be used
- No speaking or interacting with fellow students. This may result in a zero result.

Students need to meet the following expectations:

- This is a compulsory assessment task.
- This is under exam conditions.
- You should attempt all questions in this task.

If absent for an in - class task, it is your responsibility to get a note from your parents/carers saying why you were away. There must be a good reason for not completing the task on the day required. Notes must be handed to the faculty Head Teacher. If approved you may undertake the task or alternate task, or receive an estimate for the task. Appeals will be decided by the Appeals committee convened by the Year Deputy Principal.
If you know that you will be away in advance you are required to apply before your absence to the faculty Head Teacher in writing. The faculty Head Teacher will make the decision.

Assessment Criteria

You will be assessed on your ability to:

- Answer a range of short and long answer questions that require you to apply the knowledge you have gained over the year.
- Use a variety of Working Scientifically skills to draw conclusions, communicate ideas and make connections using scientific terms and language for a suitable audience or purpose.
- Conduct an investigation to gather information
- Solves a range of scientific problems using primary and secondary data, critical thinking skills and scientific processes.

Technology Mandatory
Stage 4 - 2023

OVERVIEW OF COURSE CONTENT:

Over year 7 and 8 students will cover course outcomes by a varied rotation over a range of design projects from: digital technology, food and agriculture technology, engineered systems, material technologies such as timber, textiles, electronics and metal and a STEM unit.

The course encompasses a diverse collection of knowledge, skills and processes that people use to satisfy their needs and to extend human capabilities. Technology Mandatory is a rich and complex subject that provides students with opportunities to become technologically literate individuals capable of developing creative solutions to identified problems and situations.

Technologies affect and enrich the lives of people and societies globally and contribute to shaping preferred futures. Through the study of Technology Mandatory, students develop the capacity for action and a critical appreciation of the processes through which technologies evolve and how they contribute to society.

Knowledge and understanding of technological content is developed through pedagogical approaches, such as project and problem-based learning. Through the production of innovative solutions to contextually relevant problems, students are provided with opportunities to use a variety of thinking strategies, embrace new concepts and learn through trialing, testing and refining ideas. The practical nature of Technology Mandatory engages students in design and production activities as they develop safe practices and refine skills working with varied materials and production technologies. These authentic learning experiences provide students with a sense of satisfaction and are the foundation for life-long learning.

The Technology Mandatory course provides opportunities to reinforce and integrate knowledge and understanding from other subjects. The diversity of learning experiences provided in Technology Mandatory encourages both independent and collaborative learning and the skills in designing, planning, managing and evaluating.

The opportunity to investigate problems, generate ideas and produce sustainable solutions develops skills and attitudes that are valued in our society and are integral to Australia's economic future. The skills and capabilities developed by students through the study of a variety of technology contexts can be applied to further education, and career opportunities in design, technology, engineering, science, mathematics and related fields.

*** YEAR 7 and 8 students will complete FOUR units / design projects in each year (not in any specific order), holistically covering the following outcomes.**			
DURATION WEEKS	**TASK**	**OUTCOMES**	**WEIGHTING**
10	***** Digital Technologies A *Design Projects*	TE4-1DP TE4-2DP TE4-3DP TE4-4DP TE4-5AG TE4-6FO TE4-7DI TE4-8EN TE4-9MA TE4-10TS	25%
10	***** Digital Technologies (STEM) B *Design Projects*		25%
10	***** Agriculture and Food Technologies A *Design Projects*		25%
10	***** Agriculture and Food Technologies B *Design Projects*		25%
10	***** Engineered Systems *Design Project*		25%
10	***** Material Technologies - Timber *Design Project*		25%
10	* Material Technologies - Metal *Design Project*		25%
10	***** Material Technologies - Textiles *Design Project*		25%

ASSESSMENT TASK NOTIFICATION

COURSE	**7/8 TECHNOLOGY – Digital Technology A**
TASK NUMBER	1
TASK WEIGHT	25%
DATE OF NOTIFICATION	***WEEK 2***
DUE DATE	***WEEK 10***

OUTCOMES ASSESSED

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
TE4-4DP	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
TE4-10TS	explains how people in technology related professions contribute to society now and into the future

TASK DESCRIPTION

Scratch 2 Game, Tinkercad and Arduino Control Technologies

TASK INSTRUCTIONS

ASSESSMENT PRESENATION GUIDELINES

- In-class completion of multiple coding projects (on-going assessment)
- Completion of theory booklet
- Assessments must be your own work
- Plagiarism will result in a **zero award**. Plagiarism is the process of copying other people's work and not acknowledging them. Examples of plagiarism include slabs of information off the internet, copied into an assessment and copying the work of others.

Students are required to complete the metal project and folio clearly demonstrating the areas outlined in the marking guidelines.

Your attendance is required to complete project outcomes of this course.

Theory Booklet - 5 Marks

Coding Projects - 20 Marks

MARKING GUIDELINES & FEEDBACK

Folio Assessment Rubric	
Descriptors	**Grade/Mark**
Thorough completion of the theory booklet. High quality documentation resolving research tasks. Correct usage of jargon. Neat presentation of work.	**A** *5 marks*
Thorough completion of the folio. Neat presentation of work.	**B** *4 marks*
Satisfactory completion of the folio. Mostly consistent formatting. Majority of student's responses of good quality.	**C** *3 marks*
Basic completion the theory booklet, inconsistent formatting. Some use of jargon. Quality of student's responses vary – some 'in own words' and some 'copy & paste'.	**D** *2 marks*
Limited or no attempt to complete the folio, inconsistent formatting. Most student responses are 'copy & paste' responses.	**E** *0-1 marks*

Project Assessment Rubric	
Descriptors	**Grade/Mark**
Very high quality coding of digital projects: • Innovative use of coding in Scratch 2 • Frequent use of concise algorithms to solve digital tasks • Independently designs quality algorithms • Finished digital projects function correctly • Completion of all digital projects – Scratch 2, Arduino and Tinkercad • Consistently demonstrates safety in the IT environment	**A** *17-20 marks*
High quality coding of digital projects: • Some innovative use of coding in Scratch 2 • Frequent use of concise algorithms to solve digital tasks with occasional assistance • Designs quality algorithms with some assistance • Most finished digital projects function correctly • Completion of most digital projects – Scratch 2, Arduino and Tinkercad • Consistently demonstrates safety in the IT environment	**B** *14-16 marks*
Satisfactory coding of digital projects: • Innovative use of coding in Scratch 2 with assistance • Use of concise algorithms to solve digital tasks with assistance • Designs algorithms with assistance • Some finished digital projects function correctly • Completion of most digital projects – Scratch 2, Arduino and Tinkercad • Demonstrates safety in the IT environment with occasional correction	**C** *10-13 marks*
Basic coding of digital projects: • Some use of coding in Scratch 2 with assistance • Use of concise algorithms to solve digital tasks assistance • Designs simple algorithms • Finished digital projects function correctly with assistance • Completion of some digital projects – Scratch 2, Arduino and Tinkercad • Demonstrates safety in the IT environment with occasional correction	**D** *4-9 marks*
Limited coding of digital projects: • Coding in Scratch 2 with assistance • Use of algorithms to solve digital tasks assistance • Designs simple algorithms with assistance • Finished digital projects function correctly with assistance • Completion of some digital projects – Scratch 2, Arduino and Tinkercad • Demonstrates safety in the IT environment with frequent correction	**E** *0-3 marks*

ASSESSMENT TASK NOTIFICATION

COURSE	**7/8 TECHNOLOGY – Digital Technology *(STEM)* B**
TASK NUMBER	1
TASK WEIGHT	25%
DATE OF NOTIFICATION	***WEEK 2***
DUE DATE	***WEEK 10***

OUTCOMES ASSESSED

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
TE4-4DP	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
TE4-10TS	explains how people in technology related professions contribute to society now and into the future

TASK INSTRUCTIONS

ASSESSMENT PRESENATION GUIDELINES

- In-class completion of multiple coding projects (on-going assessment)
- Completion of theory booklet
- Assessments must be your own work
- Plagiarism will result in a **zero award**. Plagiarism is the process of copying other people's work and not acknowledging them. Examples of plagiarism include slabs of information off the internet, copied into an assessment and copying the work of others.

Your attendance is required to complete project outcomes of this course.

Theory Booklet - 5 Marks

Coding Projects - 20 Marks

TASK DESCRIPTION

Tinkercad, Arduino and BlocksCAD (3D Modelling)

MARKING GUIDELINES & FEEDBACK	
Folio Assessment Rubric	
Descriptors	**Grade/Mark**
Thorough completion of the theory booklet. High quality documentation resolving research tasks. Correct usage of jargon. Neat presentation of work.	**A** *5 marks*
Thorough completion of the folio. Neat presentation of work.	**B** *4 marks*
Satisfactory completion of the folio. Mostly consistent formatting. Majority of student's responses of good quality.	**C** *3 marks*
Basic completion the theory booklet, inconsistent formatting. Some use of jargon. Quality of student's responses vary – some 'in own words' and some 'copy & paste'.	**D** *2 marks*
Limited or no attempt to complete the folio, inconsistent formatting. Most student responses are 'copy & paste' responses.	**E** *0-1 marks*

Project Assessment Rubric	
Descriptors	**Grade/Mark**
Very high quality coding of digital projects: • Extensive innovative 3D designing in BlocksCAD • Frequent use of concise algorithms to design 3D objects • Independently designs quality algorithms • Finished digital projects function correctly • Completion of all digital projects – BlocksCAD, Arduino and Tinkercad • Consistently demonstrates safety in the IT environment	**A** *17-20 marks*
High quality coding of digital projects: • Innovative 3D designing in BlocksCAD • Frequent use of concise algorithms to design 3D objects • Designs quality algorithms with some assistance • Most finished digital projects function correctly • Completion of most digital projects – BlocksCAD, Arduino and Tinkercad • Consistently demonstrates safety in the IT environment	**B** *14-16 marks*
Satisfactory coding of digital projects: • Some innovative 3D designing in BlocksCAD • Use of concise algorithms to design 3D objects with some assistance • Designs algorithms with assistance • Some finished digital projects function correctly • Completion of most digital projects – BlocksCAD, Arduino and Tinkercad • Demonstrates safety in the IT environment with occasional correction	**C** *10-13 marks*
Basic coding of digital projects: • Coding in BlocksCAD with some assistance • Use of algorithms to design 3D objects • Designs simple algorithms • Finished digital projects function correctly with assistance • Completion of some digital projects – BlocksCAD, Arduino and Tinkercad • Demonstrates safety in the IT environment with occasional correction	**D** *4-9 marks*
Limited coding of digital projects: • Coding in BlocksCAD with assistance • Use of algorithms to design 3D objects assistance • Designs simple algorithms with assistance • Finished digital projects function correctly with assistance • Completion of some digital projects – BlocksCAD, Arduino and Tinkercad • Demonstrates safety in the IT environment with frequent correction	**E** *0-3 marks*

ASSESSMENT TASK NOTIFICATION

COURSE	**7/8 TECHNOLOGY – Engineered Systems**
TASK NUMBER	1
TASK WEIGHT	25%
DATE OF NOTIFICATION	***WEEK 2***
DUE DATE	***WEEK 10***

OUTCOMES ASSESSED

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
TE4-8EN explains how force, motion and energy are used in engineered systems

TASK DESCRIPTION

Engineering Systems project and report.

TASK INSTRUCTIONS

ASSESSMENT PRESENATION GUIDELINES

- In class production of an engineered system
- Completion of engineer report
- Assessments must be your own work
- Plagiarism will result in a **zero award**. Plagiarism is the process of copying other people's work and not acknowledging them. Examples of plagiarism include slabs of information off the internet, copied into an assessment and copying the work of others.

Students are required to complete the engineering systems project and report clearly demonstrating the areas outlined in the marking guidelines.

Your attendance is required to complete project outcomes of this course.

Report - 5 Marks

Project - 20 Marks

MARKING GUIDELINES & FEEDBACK

Report Assessment Rubric	
Descriptors	**Grade/Mark**
Thorough completion of the report. High quality documentation in the development of design solutions. Neat presentation of work	**A** *5 marks*
Thorough completion of the report. Neat presentation of work	**B** *4 marks*
Satisfactory completion of the report.	**C** *3 marks*
Basic completion the report	**D** *2 marks*
Limited or no attempt to complete the report	**E** *0-1 marks*

Project Assessment Rubric	
Descriptors	**Grade/Mark**
• Shows a clear understanding of the problem to be solved. • Rephrases the problem clearly and precisely. • Specifies all the constraints with detail. • Prototype meets the task criteria in insightful ways. • The engineered system is constructed with care, neat, attractive and follows plans accurately.	**A** *17-20 marks*
• Shows a basic understanding of the problem to be solved. • Rephrases the problem clearly. • Specifies most of the constraints. • Prototype meets the task criteria. • The engineered system is constructed with care but may be missing details.	**B** *14-16 marks*
• Shows limited understanding of the problem to be solved. • Rephrases the problem with limited clarity. • Identifies minimal constraints. • Prototype meets the task criteria to a limited extent. • The engineered system is constructed satisfactory or missing detail.	**C** *10-13 marks*
• Lacks understanding of the problem to be solved. • Unable to fully rephrase the problem. • Identifies constraints that are irrelevant. • Prototype does not meet the task criteria. • The engineered system is incomplete.	**D** *4-9 marks*
• Limited application of practical skills demonstrated, engineered system does not function. • No work.	**E** *0-3 marks*

ASSESSMENT TASK NOTIFICATION

COURSE	7/8 TECHNOLOGY – Food and Agricultutal Technologies A
TASK NUMBER	1
TASK WEIGHT	25%
DATE OF NOTIFICATION	***WEEK 2***
DUE DATE	***WEEK 10***

OUTCOMES ASSESSED

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 products

TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating

TASK DESCRIPTION

Pizzas are a popular takeaway food item in Australia and also very easy to make at home. Over the generations there has been a dramatic increase in the number of boutique pizzeria's along with different variety and types to cater for the health and wellbeing of consumers. There are many different ingredients and types of pizzas, some are more nutritious and healthier for our bodies than others. Students will use their knowledge of Australian grown ingredients and healthy swaps to design and produce a healthy tasty pizza.

TASK INSTRUCTIONS

ASSESSMENT PRESENATION GUIDELINES

- Design and produce a healthy tasty pizza along with undertaking relevant theoretical work. Submit this workbook for marking on the due date.
- Submit a food order for the practical component the week before (to be completed during class time).
- Bring correct cooking shoes, hair tie (if you have long hair) and a container to the practical lessons.

Your attendance is required to complete project outcomes of this course.

MARKING GUIDELINES & FEEDBACK

Pizza Design Theoretical Assessment Rubric	
Descriptors	**Mark**
• Student has identified and defined their product requirements to an outstanding standard	5
• Student has identified and defined their product requirements to a high standard	4
• Student has identified and defined their product requirements to a satisfactory standard	3
• Student has identified and defined their product requirements to a basic standard	2
• Student has identified and defined their product requirements to a limited standard	1
• Student has suggested FOUR appropriate ingredient swaps and explained accurate reasons to an outstanding standard	5
• Student has suggested FOUR appropriate ingredient swaps and explained accurate reasons to a high standard	4
• Student has suggested THREE OR FOUR appropriate ingredient swaps and explained reasons to a satisfactory standard	3
• Student has suggested TWO TO FOUR appropriate ingredient swaps and explained reasons to a basic standard	2
• Section is incomplete	1
• Student has neatly sketched FOUR designs with precise annotations that clearly demonstrates the idea. Student has identified the positives and negatives of each to an outstanding standard and made an intelligent choice for the optimum selection.	5
• Student has neatly sketched THREE to FOUR designs with clear annotations that demonstrate the idea. Student has identified the positives and negatives of each to a high standard made a suitable choice for optimum selection	4
• Student has sketched THREE or more designs with annotations that demonstrate the idea. Student has made a choice from selection. Positives and negatives aspects of each are to a satisfactory standard	3
• Student has sketched TWO or THREE designs with a few annotations that demonstrate the idea. Student has identified their selected option. Positives and negatives of each design is to a basic standard	2
• Student has sketched ONE to FOUR designs without clear annotations. Student has identified their selected option. Positives and negatives of each are to a limited standard or incomplete	1
• Student has produced an outstanding recipe	5
• Student has produced a recipe to a high standard	4
• Student has produced a recipe to a satisfactory standard	3
• Student has produced a recipe to a basic standard	2
• Student has produced an incomplete or insufficient recipe	1
• Student has evaluated their project to an outstanding standard	5
• Student has evaluated their project to a high standard	4
• Student has evaluated their project to a satisfactory standard	3
• Student has evaluated their project to a basic standard	2
• Student has evaluated their project to a limited standard or is incomplete	1

Pizza Practical Assessment Rubric	
Descriptors	**Mark**
• Student follows hygiene and safety requirements and produces their pizza to an outstanding standard	5
• Student follows hygiene and safety requirements and produces their pizza to a high standard	4
• Student follows hygiene and safety requirements and produces their pizza to a satisfactory standard	3
• Student follows hygiene and safety requirements and produces their pizza to a basic standard	2
• Student follows hygiene and safety requirements and produces their pizza to a limited standard	1

ASSESSMENT TASK NOTIFICATION

COURSE	**7/8 TECHNOLOGY – Food and Agricultural Technologies B**
TASK NUMBER	1
TASK WEIGHT	25%
DATE OF NOTIFICATION	***WEEK 2***
DUE DATE	***WEEK 10***

OUTCOMES ASSESSED

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 products

TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating

TASK DESCRIPTION

Hamburgers are a popular takeaway food item in Australia and in the last 5 years, there has been a dramatic increase in the number of boutique burger bars. There are now many different ingredients and styles of hamburgers, some are more nutritious and healthier for our bodies than others. Students will use their knowledge of Australian grown ingredients and healthy swaps to design and produce a healthy Australian hamburger.

TASK INSTRUCTIONS

ASSESSMENT PRESENATION GUIDELINES

- Design and produce a healthy Australian agriculture 'Paddock to Plate' burger along with undertaking relevant theoretical work. Submit this workbook for marking on the due date.
- Submit a food order for the practical component the week before (to be completed during class time).
- Bring correct cooking shoes, hair tie (if you have long hair) and a container to the practical lessons.

Your attendance is required to complete project outcomes of this course.

MARKING GUIDELINES & FEEDBACK

Burger Design Theoretical Assessment Rubric	
Descriptors	**Mark**
• Student has identified and defined their product requirements to an outstanding standard	5
• Student has identified and defined their product requirements to a high standard	4
• Student has identified and defined their product requirements to a satisfactory standard	3
• Student has identified and defined their product requirements to a basic standard	2
• Student has identified and defined their product requirements to a limited standard	1
• Student has suggested FOUR appropriate ingredient swaps and explained accurate reasons to an outstanding standard	5
• Student has suggested FOUR appropriate ingredient swaps and explained accurate reasons to a high standard	4
• Student has suggested THREE OR FOUR appropriate ingredient swaps and explained reasons to a satisfactory standard	3
• Student has suggested TWO TO FOUR appropriate ingredient swaps and explained reasons to a basic standard	2
• Section is incomplete	1
• Student has neatly sketched FOUR designs with precise annotations that clearly demonstrates the idea. Student has identified the positives and negatives of each to an outstanding standard and made an intelligent choice for the optimum selection.	5
• Student has neatly sketched THREE to FOUR designs with clear annotations that demonstrate the idea. Student has identified the positives and negatives of each to a high standard made a suitable choice for optimum selection	4
• Student has sketched THREE or more designs with annotations that demonstrate the idea. Student has made a choice from selection. Positives and negatives aspects of each are to a satisfactory standard	3
• Student has sketched TWO or THREE designs with a few annotations that demonstrate the idea. Student has identified their selected option. Positives and negatives of each design is to a basic standard	2
• Student has sketched ONE to FOUR designs without clear annotations. Student has identified their selected option. Positives and negatives of each are to a limited standard or incomplete	1
• Student has produced an outstanding recipe	5
• Student has produced a recipe to a high standard	4
• Student has produced a recipe to a satisfactory standard	3
• Student has produced a recipe to a basic standard	2
• Student has produced an incomplete or insufficient recipe	1
• Student has evaluated their project to an outstanding standard	5
• Student has evaluated their project to a high standard	4
• Student has evaluated their project to a satisfactory standard	3
• Student has evaluated their project to a basic standard	2
• Student has evaluated their project to a limited standard or is incomplete	1

Burger Practical Assessment Rubric	
Descriptors	**Mark**
• Student follows hygiene and safety requirements and produces their burger to an outstanding standard	5
• Student follows hygiene and safety requirements and produces their burger to a high standard	4
• Student follows hygiene and safety requirements and produces their burger to a satisfactory standard	3
• Student follows hygiene and safety requirements and produces their burger to a basic standard	2
• Student follows hygiene and safety requirements and produces their burger to a limited standard	1

ASSESSMENT TASK NOTIFICATION

COURSE	**7/8 TECHNOLOGY - Metal**
TASK NUMBER	1
TASK WEIGHT	25%
DATE OF NOTIFICATION	***WEEK 2***
DUE DATE	***WEEK 10***

OUTCOMES ASSESSED

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

TASK DESCRIPTION

Metal project and folio.

TASK INSTRUCTIONS

ASSESSMENT PRESENATION GUIDELINES

- In class production of metal project
- Completion of folio booklet
- Assessments must be your own work
- Plagiarism will result in a **zero award**. Plagiarism is the process of copying other people's work and not acknowledging them. Examples of plagiarism include slabs of information off the internet, copied into an assessment and copying the work of others.

Students are required to complete the metal project and folio clearly demonstrating the areas outlined in the marking guidelines.

Your attendance is required to complete project outcomes of this course.

Folio - 5 Marks

Project - 20 Marks

MARKING GUIDELINES & FEEDBACK

Folio Assessment Rubric	
Descriptors	**Grade/Mark**
Thorough completion of the folio. High quality documentation in the development of design solutions. Neat presentation of work	**A** *5 marks*
Thorough completion of the folio. Neat presentation of work	**B** *4 marks*
Satisfactory completion of the folio.	**C** *3 marks*
Basic completion the folio	**D** *2 marks*
Limited or no attempt to complete the folio	**E** *0-1 marks*

Project Assessment Rubric	
Descriptors	**Grade/Mark**
Very high-quality construction of project: • Accurate marking out using digital processes • All edges filed and clean, plenished neatly and devoid of any sharp edges or burrs. Safe design and construction. • All folds are sharp and holes are appropriately spaced • Finished project is functional • Consistently demonstrates safety in the workshop • Completion of soft jaws practice project	**A** *17-20 marks*
High quality construction of project: • Accurate marking out • Most edges filed and clean, plenished neatly and devoid of any sharp edges or burrs. Safe design and construction. • Most folds are sharp and holes are appropriately spaced • Finished project is functional • Consistently demonstrates safety in the workshop • Completion of soft jaws practice project	**B** *14-16 marks*
Satisfactory construction of project: • Mostly accurate marking out or functional project • Edges filed and clean, plenished neatly and devoid of any sharp edges or burrs. Safety is considered as part of the design. • Some folds are sharp and holes are appropriately spaced • Consistently demonstrates safety in the workshop • Completion of soft jaws practice project	**C** *10-13 marks*
• Basic application of practical skills demonstrated. • Roughly constructed. Poor quality finish. • Little or no consideration of safety. • Completion of soft jaws practice project	**D** *4-9 marks*
• Limited application of practical skills demonstrated. • Pieces unassembled. • No work.	**E** *0-3 marks*

ASSESSMENT TASK NOTIFICATION

COURSE	**7/8 TECHNOLOGY - Timber**
TASK NUMBER	1
TASK WEIGHT	25%
DATE OF NOTIFICATION	***WEEK 2***
DUE DATE	***WEEK 10***

OUTCOMES ASSESSED

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
TE4-9MA	investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions

TASK DESCRIPTION

Timber project and folio.

TASK INSTRUCTIONS

ASSESSMENT PRESENATION GUIDELINES

- In class production of metal project
- Completion of folio booklet
- Assessments must be your own work
- Plagiarism will result in a **zero award**. Plagiarism is the process of copying other people's work and not acknowledging them. Examples of plagiarism include slabs of information off the internet, copied into an assessment and copying the work of others.

Students are required to complete the metal project and folio clearly demonstrating the areas outlined in the marking guidelines.

Your attendance is required to complete project outcomes of this course.

Folio - 5 Marks

Project - 20 Marks

MARKING GUIDELINES & FEEDBACK

Folio Assessment Rubric	
Descriptors	**Grade/Mark**
Thorough completion of the folio. High quality documentation in the development of design solutions. Neat presentation of work	**A** *5 marks*
Thorough completion of the folio. Neat presentation of work	**B** *4 marks*
Satisfactory completion of the folio.	**C** *3 marks*
Basic completion the folio	**D** *2 marks*
Limited or no attempt to complete the folio	**E** *0-1 marks*

Project Assessment Rubric	
Descriptors	**Grade/Mark**
• Cutting and assembly of joints to an extremely high standard. • Sanding and finish applied to an exceptional standard. • Parts are shaped and constructed to fit with the rest of the project. • Laser etching is well considered with the function of the project. • Consistently demonstrates safety in the workshop	**A** *17-20 marks*
• Cutting and assembly of joints to a high standard with unnoticeable gaps. • Sanding and finish applied to a high standard with few scratches and drips • Parts shaped and constructed to fit with the rest of the project • Laser etching design • Consistently demonstrates safety in the workshop	**B** *14-16 marks*
• Cutting and assembly of joints to a satisfactory quality with few gaps. • Sanding and finish applied to a satisfactory standard with no rough or sharp edges • Parts are shaped and constructed to fit with the rest of the project • Consistently demonstrates safety in the workshop	**C** *10-13 marks*
• Basic application of practical skills demonstrated. Roughly constructed box. Poor quality sanding and finish.	**D** *4-9 marks*
• Limited application of practical skills demonstrated. • Pieces unassembled. • No work	**E** *0-3 marks*

ASSESSMENT TASK NOTIFICATION

COURSE	**7/8 TECHNOLOGY - Timber**
TASK NUMBER	1
TASK WEIGHT	25%
DATE OF NOTIFICATION	***WEEK 2***
DUE DATE	***WEEK 10***

OUTCOMES ASSESSED

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
TE4-9MA	investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions

TASK DESCRIPTION

Textiles project and folio.

TASK INSTRUCTIONS

ASSESSMENT PRESENATION GUIDELINES

- In class production of metal project
- Completion of folio booklet
- Assessments must be your own work
- Plagiarism will result in a **zero award**. Plagiarism is the process of copying other people's work and not acknowledging them. Examples of plagiarism include slabs of information off the internet, copied into an assessment and copying the work of others.

Students are required to complete the textiles project and folio clearly demonstrating the areas outlined in the marking guidelines.

Your attendance is required to complete project outcomes of this course.

Folio - 5 Marks

Project - 20 Marks

MARKING GUIDELINES & FEEDBACK

Folio Assessment Rubric	
Descriptors	**Grade/Mark**
Thorough completion of the folio. High quality documentation in the development of design solutions. Neat presentation of work	**A** *5 marks*
Thorough completion of the folio. Neat presentation of work	**B** *4 marks*
Satisfactory completion of the folio.	**C** *3 marks*
Basic completion the folio	**D** *2 marks*
Limited or no attempt to complete the folio	**E** *0-1 marks*

Project Assessment Rubric	
Descriptors	**Grade/Mark**
• Able to read and follow pattern instructions with minimal assistance. • Cutting and sewing of components to an extremely high standard. • Stitching with all threads been trimmed and item finished is to an exceptional standard. • Project can be used for its intended purpose. • Consistently demonstrates safety in the workshop.	**A** *17-20 marks*
• Able to read and follow pattern instructions with some assistance. • Cutting and sewing of components to a high standard with unnoticeable gaps. • Stitching with all threads trimmed and item finished is to a high standard. • Project can be used for its intended purpose. • Consistently demonstrates safety in the workshop.	**B** *14-16 marks*
• Able to basically interpret pattern instructions with some assistance. • Cutting and sewing of components to a satisfactory quality with few gaps. • Stitching with all threads trimmed and item finished is to a satisfactory standard. • Project can somewhat be used for its intended purpose. • Consistently demonstrates safety in the workshop.	**C** *10-13 marks*
• Unable to read and follow pattern instructions. • Cutting and sewing of components to a poor standard. • Stitching with some threads trimmed and item finished is to a basic standard. • Project cannot be used for its intended purpose. • Limited demonstration of safety in the workshop.	**D** *4-9 marks*
• Limited application of practical skills demonstrated. • Pieces unassembled. • No work.	**E** *0-3 marks*