



Gilgandra
High School

Stage 4

Year 7

Assessment Booklet

2023

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Contents

Section 1: Contact Information and Key People.....	4
Section 2: Assessment for Junior Students.....	5
What is Assessment?	5
Homework Guidelines.....	6
Section 3: Assessment Procedures	6
Assessment Task Notification	6
Assessment deadlines and Attendance	6
Electronic submission of Assessment Tasks	7
Illness or Misadventure	7
Non-school Sport and Other Activities – Procedures for Students to Follow	8
Appeals Procedures	8
Student Rights and Responsibilities	8
Malpractice	9
Teachers with Family Members and/or Close Friends in Stage 4-6 at Gilgandra High School	9
Section 4: Rules for Examinations/Assessment Tasks – Years 7-9	10
General Rules for Examinations and Assessment Tasks.....	10
Disability Provisions	11
Administration of Disability Provisions within the School	11
Section 5: Reporting to Parents/Carers	12
Formal School Reports.....	12
Appendix 1: Illness / Misadventure Form.....	14
Appendix 2: Assessment Task template	15
Appendix 3: Bibliography and Reference List	16
Year 7 Assessment Schedules – Core Subjects	20
CAPA – (Music / Visual Arts)	20
English	22
HSIE (History / Geography)	23
LOTE (Language Other Than English) – Wiradjuri.....	25
Mathematics	26
PDHPE (Personal Development, Health & Physical Education).....	27

Science28
TAS (Technological & Applied Studies)29

Acknowledgments:

- NSW Department of Education, Cumberland High School, Junior Assessment Booklets 2023

Section 1: Contact Information and Key People

Contact Information 2023

Address: Court Street
Gilgandra NSW 2827

Telephone: 02 6847 2276

Email: gilgandra-h.school@det.nsw.edu.au

Web address: www.gilgandra-h.schools.nsw.gov.au

Key People

Senior Executive	Principal	Ms Archer
	Deputy Principal	Miss Kenaly
Head Teachers	English	Mrs Lambell
	Mathematics	Miss Patton
	Science	Miss Austen
	Special Education	Mrs Vergamalis
	TAS	Mr Woollams
	Wellbeing	Mrs Schier
Year Advisers	Year 7	Mrs Jordan
	Year 8	Miss Murphy
	Year 9	Miss Austen
	Year 10	Miss Murphy
	Year 11 and 12	Miss Jewell
Aboriginal Education Officer (AEO)		Ms Kimm Naden

Section 2: Assessment for Junior Students

This document has been developed to make clear the procedures, expectations and rules about assessment at Gilgandra High School.

The first pages are the school's policy on assessment.

The remaining pages are the assessment schedules for each subject, including:

- the assessment tasks which will take place throughout the year
- how much each task is worth
- when each task will occur/ due date

What is Assessment?

Assessment is how teachers measure your success as a learner.

Assessment of Learning determines your level of performance on a specific task or at the conclusion of a unit of work, school year or stage. The information gained from this type of assessment is often used in reporting.

Assessment for Learning gives you opportunities to produce work that leads to the developments of knowledge, understanding and skills. Teachers decide how and when to assess your achievement, as they plan the work you will do, using a whole range of strategies including self-assessment and peer-assessment.

TABLE OF ASSESSMENT TYPES	
Assessment of Learning (Formal Assessment)	Assessment for Learning (Informal Assessment)
These assessments usually occur at the end of a unit to check your overall understanding and may include:	These activities are generally used to check you understanding along the way and make sure that you are learning as the teacher moves through the unit of work:
<ul style="list-style-type: none"> • Assessment tasks and unit or topic tests • Projects and research assignments • Oral engagements and presentations • Practical tasks and artworks • Portfolios • Practical performances and compositions • Half-yearly and yearly examinations 	<ul style="list-style-type: none"> • Observation of student learning • Classroom activities • Homework assignments • Mini tests • Group and pair work • Experiments and performances • Bookwork

Homework Guidelines

Homework is a very important part of learning. You are responsible for regularly reviewing and consolidating at home the work which has been covered in lessons. This is complemented by formal work including projects and assignments, which are set by the class teacher.

Homework is an important part of the Curriculum but varies with different subjects and individual student needs. Homework will not necessarily be given every night in each subject. It is expected that you develop a pattern of regular revision.

Homework needs to be balanced with family, social and extracurricular activities.

You can help yourself by:

- writing down all details of homework in your school diary
- recording due dates for tasks and major assignments in your diary
- planning your homework task completion appropriately - not leaving work to the last minute
- ensuring your homework is completed to a high standard and
- submitting assigned work punctually.

Section 3: Assessment Procedures

This document has been developed to make clear the procedures, expectations and rules about assessment at Gilgandra High School.

Assessment Task Notification

At least two (2) weeks prior to an assessment task, students will be provided with a written assessment task notification containing information on the task, the outcomes to be assessed and a marking criteria. See Appendix 2.

Assessment deadlines and Attendance

Students need to manage their time to meet assessment deadlines.

When an assessment task takes the form of research or a practical, which is to be completed at home and submitted on or before a set date, it must be submitted at the start of the lesson unless otherwise stated in the notification.

When an assessment task is during class time, students must attend school for all lessons on that day. A student cannot miss a lesson to prepare for their assessment task.

Where assessment deadlines are not met and the Illness or Misadventure process does not apply, students will receive a zero mark and a letter will be sent home notifying parents and guardians.

Electronic submission of Assessment Tasks

You are not to assume that you may submit assessment tasks by email or by other digital media. However, on some occasions the Head Teacher or Class Teacher may allow you to submit electronically. Head Teachers/Class Teachers may also require you to hand in a printed copy of the task. Any such instructions will be made clear to you on the assessment task notification.

When electronic submission is required or permitted, your task may be submitted on USB or by email. When electronic submission does occur, the following rules will apply:

1. The school will not be responsible for unreliable, unusable or virus infected files or media.
2. The school will only accept assessment tasks which are written in applications to which school staff have ready access, and in a format which can be read by most school computers.
3. The assessment task should be easily identifiable.
4. An assessment task is not considered submitted if points 1, 2 and 3 are not satisfied.
5. The school will not be responsible for not receiving emails. If submitting work by email, you must request that the teacher let you know that they have received your work. Teachers will acknowledge receipt as soon as possible. Only receipts generated by the school's email system will be considered valid. If you do not receive a receipt within a reasonable time, it will mean that the teacher did not receive your work.

Illness or Misadventure

Students who are absent from school on the day of an assessment task, examination or the day a hand-in task is due, must supply acceptable documentation:

- A doctor's certificate for illness
- A completed and signed **Illness and Misadventure Form** (Appendix 1). You may print this directly, ask for a blank copy from the relevant Head Teacher or access the form at the Front Office.

These two documents must be returned to the relevant Head Teacher on their first day back at school.

Once this documentation has been received by the relevant Head Teacher, they will then determine the appropriate action. This may involve the student sitting the task on the same

day or an alternate date will be confirmed.

If the required medical and misadventure documentation is not provided and this process is not followed, the student will receive a zero mark and a letter of Academic Concern will be sent home notifying parents/carers.

Non-school Sport and Other Activities – Procedures for Students to Follow

Gilgandra High School supports students who participate in both school-based and non-school-based sporting and other activities.

Generally, school-based sporting or other activities do not impact on the distribution/sitting/handing-in of assessment tasks since school routines and calendars accommodate and communicate this information in advance.

The following guidelines apply for students who participate in non-school-based sporting or other activities where there is the potential to impact upon the distribution/sitting/handing in of assessment tasks:

1. Student provides teacher with notice of the activity occurring prior to the scheduled assessment. This must include a letter from the parent/caregiver that lists the date, timing, event and location of the activity.
2. Teacher informs Head Teacher.
3. Depending on the nature of the task, a decision is made to provide an alternative option for the student.
4. Student is informed as soon as convenient of the arrangements.

Appeals Procedures

If a student feels there is a problem with the marking or administration of an assessment task, they should discuss the matter with the relevant Faculty Head Teacher. If the issue is not resolved, the student should discuss the issue with the Deputy Principal.

Student Rights and Responsibilities

Students have the **right** to:

- be informed of the assessment policies of your school and NESAs.
- receive clear guidelines relating to the requirements of each assessment task including a minimum of a 2-week written notification on all assessment tasks (incl. formal examinations).
- be told in advance of the due date for each assessment task with a minimum 2-week notification.
- calmly discuss any concerns regarding the marking of the task on return of the task.

Students have the **responsibility** to:

- ensure that **all work is their own** and avoid behaviour that could be considered malpractice/cheating, including plagiarism.

- become familiar with and follow the assessment requirements set by the school.
- complete all set tasks on-time, or talk to their teacher about what is required if they can't meet a deadline.
- follow up any concerns they have with tasks at the time they are marked and returned.

Malpractice

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an assessment task and examination means, but there are other types of behaviour that are also considered cheating.

Here are some examples of behaviour considered to be cheating:

- copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as your own.
- using material directly from books, journals, or the internet without acknowledging the source.
- producing work that has been memorised and contains a large contribution from another person, such as a parent, coach or subject expert that is not acknowledged.
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.

Gilgandra High School and NESAs treat cheating in all assessment tasks including written examinations and practical works very seriously.

Please refer to our *Malpractice Procedures* which are available on our website, under the Learning at our School tab (Assessment and Reporting). These procedures will be followed if a student is suspected of malpractice.

It is important to have support from teachers, parents and friends when you are working on your assessments, but you must not let them do your work for you.

Remember that doing your own work is not only about learning, it adds to your overall sense of achievement.

Teachers with Family Members and/or Close Friends in Stage 4-6 at Gilgandra High School

Wherever practical, teachers will avoid teaching or being involved in educational decisions involving family members or close friends. Where it is not practical to avoid such situations completely, another member of staff will make any significant decisions relating to the student's assessments and have those endorsed by a supervisor. The management

processes and systems in these circumstances will be approved by the Principal prior to the commencement of the course and monitored through existing line management support.

Section 4: Rules for Examinations/Assessment Tasks – Years 7-9

General Rules for Examinations and Assessment Tasks

- NO electronic devices, except NESA approved calculators (with memory cleared) may be brought into the examination room.
- Candidates must ensure that their **mobile phone(s) is turned off**, (or preferably secured at home or the front office) and not with them while sitting an **examination** nor an **in-class assessment task**.
- Candidates must enter the examination venue silently. Complete silence MUST be adhered to whilst candidates are in the examination hall.
- Bags, containing notes/mobile phones/watches, are to be left in an orderly fashion at the back of the examination hall, or at the front of a classroom for an in-class assessment task.
- Candidates are to remove their watches as these are no longer permitted – these must be secured elsewhere.
- Only clear, plastic pencil cases may be taken to examination desks.
- Candidates MUST sit facing the front and are NOT to turn around or look at any other candidates' paper.
- Candidates are NOT to communicate with any other candidates in any way.
- Candidates must remain for the entire duration of every examination.
- Candidates must avoid the need to go to the toilet as best as possible. No candidates will be permitted to go to the toilet in the first hour or last half hour of the examination.
- Food and drink are NOT permitted in the exam hall. Water, in a clear plastic bottle is permitted.
- Candidates MUST obey all reasonable instructions given by supervisors.
- Borrowing is NOT permitted.
- No equipment will be lent by the faculty, unless specified by the faculty – e.g. Japanese Dictionary
- Candidates must NOT pick up their writing implements until reading time has ceased and writing time has started.
- All enquiries are to be addressed to supervising staff by candidates raising their hand and waiting patiently.
- Codes of Conduct/School Rules apply during ALL exams.
- NO exam papers or the writing paper provided is to be removed from the examination hall by a student.
- For shorter length exams, classes will quietly depart the hall when dismissed by the supervising teachers.

If the above examination rules are not followed, you may receive a ZERO MARK and be removed from the examination and referred to the Head Teacher / Deputy Principal.

Disability Provisions

You may be granted disability provisions if you have:

- visual or auditory difficulties
- learning difficulties
- fine motor difficulties
- illnesses such as diabetes
- ongoing injuries that will impact on your ability to complete an assessment task
- psychological difficulties

(Your parents/guardians are responsible for providing all documentation and informing the school of your disability)

Successful applicants will be granted provisions that are appropriate as determined by the Board of Studies or the School. These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing (in exceptional circumstances), large print examination papers or examinations printed on coloured paper.

In circumstances where you have a temporary condition, such as an injury, which may affect school assessments or examinations but is not relevant for consideration by NESA you may apply to the Deputy Principal for the temporary approval for appropriate disability provisions. Medical or other appropriate evidence will be required.

Administration of Disability Provisions within the School

Some Disability Provisions, such as the provision of a Writer and/or Reader, require resources which may, at times, be difficult for the school to provide. To ensure that we support you as best we can, the following procedures should be followed:

1. For extra time for assessment tasks (such as in-class tests) you should notify your teacher as soon as you receive your assessment notification. It will be the responsibility of the teacher to liaise with the Head Teacher to accommodate extra time. Separate supervision will not be provided.
2. For the use of a personal computer, he/she will ensure that no inappropriate material/software is available on the computer. The following rules will apply:
 - a. You may not use functions such as spell checking or grammar checking, or other computer functions which may give you an advantage over others sitting a pen and paper examination.

- b. You are not to format your work beyond simple paragraphing and other conventions which would be accessible to a student sitting a pen and paper examination.
- c. A computer calculator is not an approved calculator for the purposes of Board of Studies Examinations.
- d. Simple drawing programs are permitted where you are required to draw diagrams etc. for an assessment task.
- e. For the purposes of ensuring compliance with these rules, you may be closely supervised when using personal computers.

Section 5: Reporting to Parents/Carers

Formal School Reports

The school formally reports on student progress twice each year: a Semester 1 report (Half-Yearly Report) for Years 7-12 and a Semester 2 report (Yearly Report) for Years 7, 8, 9 and 10, issued at the end of Term 4.

Half-Yearly and Yearly Reports will provide information concerning your progress within each course. For Years 7-10, Grades (A to E) will reflect your achievement within the subject. The following additional information will be provided for each course:

- A number of statements indicating the degree to which you are succeeding in your study of the subject
- A learning profile reflecting your commitment and attitude towards learning
- Extra-curricular involvement will also be reported. (Extra-curricular activities are the things you do other than normal school work e.g. Debating, SRC etc.)

It is the responsibility of the Head Teacher to ensure that, as far as possible, final grades are an accurate reflection of each student's achievement of the course outcomes. Hence the Head Teacher may exercise appropriate professional judgment in finalising marks to ensure that this requirement is met and that marks reflect an appropriate pattern of grades.

Meaning of Grades

For Half-Yearly and Yearly Reports, Head Teachers give you a grade to reflect your academic achievement within each course. The meaning of grades allocated to you is explained as follows:

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

Appendix 1: Illness / Misadventure Form

STUDENT SECTION

Student Name: _____ Year: _____ Subject: _____

Task: _____ Date of Task: _____

Reason **extension / estimate / new date** (*please circle*) is required: (documentary evidence from parent/doctor must be provided if you are claiming illness – in line with NESAs requirements)

I hereby request an extension of time / new date / forward date to complete the task

Student signature: _____ Date: ____ / ____ / ____

Parent signature: _____ Date: ____ / ____ / ____

HEAD TEACHER SECTIONAfter consultation with the classroom teacher I **have / have not** granted the student:

Classroom Teacher signature: _____ Date: ____ / ____ / ____

Head Teacher signature: _____ Date: ____ / ____ / ____

REVIEW COMMITTEE SECTION (only completed if Head Teacher decision is appealed)Based on the above recommendation I **have / have not** granted the student:

Principal / Deputy signature: _____ Date: ____ / ____ / ____

DECISION NOTIFICATION

Student Notified: Date: ____ / ____ / ____ Time: _____ Copy of decision given: Y N

Parent Notified (phone) : Date: ____ / ____ / ____ Time: _____

Teacher signature: _____ Date: ____ / ____ / ____

Appendix 2: Assessment Task template

COURSE	
TASK NUMBER	
TASK WEIGHT	%
DATE OF NOTIFICATION	
DUE DATE	

OUTCOMES ASSESSED

TASK DESCRIPTION

TASK INSTRUCTIONS

SUBMISSION INSTRUCTIONS
<p><i>All work that a student submits must be their own work or must be acknowledged appropriately. Student work generated by artificial intelligence (Chat GPT and similar) as their own work will be considered malpractice and may result in a mark of zero being awarded for the task in question. To appeal this decision, the onus is on the student to prove that they have composed/created the assessment task. The student will be required to present this evidence to a panel of staff consisting of the Classroom Teacher, the faculty Head Teacher and Deputy Principal.</i></p>

Teacher's signature: _____ Head Teacher's signature _____

Appendix 3: Bibliography and Reference List

A **reference list** contains details of all sources that you cite in your work.

- A reference list is arranged alphabetically by author. If an item has no author, it is cited by title, and included in the alphabetical list using the first significant word of the title.
- A reference list is generally placed at the end of a work.
- Commas are used to separate each item of the reference/citation.
- If you have more than one item with the same author, list the items chronologically, starting with the earliest publication.
- For electronic sources, use angle brackets (<>) to isolate the web address/URL from the rest of the reference.

A **bibliography** includes all sources that you consulted for background reading, even if they are not cited in your work.

The same method of presentation is used for both a references list and a bibliography.

BOOKS

- Author (surname first, followed by first name or initials)
- Title of publication (underlined, or using Italics)
- Publishing company
- Place of publication (usually a town or city)
- Year of publication

This information can usually be found on the first two pages of a book.

Examples: (note punctuation): **Collier, A. (2008). *The world of tourism and travel.***

Rosedale, New Zealand: Pearson Education New Zealand.

Author: Surname first, then initial or first name
Title underlined or in italics
Place of publication
Publisher
Year of publication

ARTICLES IN BOOKS, NEWSPAPERS, MAGAZINES etc.

- Author's name (as above)
- Title of article (in inverted commas)

For articles in books:

- The title of the book and publication details (as above)

For articles in newspapers, magazines, journals:

- The title of newspaper, magazine or journal; date or volume number; page(s)

Examples: **Gabbett, T., Jenkins, D., & Abernethy, B. (2010). *Physical collisions and injury during professional rugby league skills training.* Journal of Science and Medicine in Sport, 13(6), 578-583**

PAMPHLETS

For pamphlets, you should include at least:

- The name of the organisation producing the pamphlet
- Title
- Date of publication

Example: Tamihana, B. (2007). *Gambling health promotion: Mate petipeti whakapiki hauora* [Brochure]. Palmerston North, New Zealand: Best Care (Whakapai Hauora) Charitable trust

AUDIOVISUAL SOURCES

For sources such as videos, you should provide:

- The Production Company (usually found on the label)
- Title
- Date of production. If you can't find the production date, the convention is to put 'nd' (not dated)

Example: Gardiner, A., Curtis, C., & Michael, E. (Producers), & Waititi, T. (Director). (2010). *Boy: Welcome to my interesting world* [DVD]. New Zealand: Transmission.

MATERIAL FROM THE INTERNET

Include information in the following order:

- author (the person or organisation responsible for the site)
- year (date created or revised)
- site name (in italics)
- name of sponsor of site (if available)
- accessed day month year (the date you viewed the site)
- URL or Internet address (between pointed brackets). If possible, ensure that the URL is included without a line-break.

Example: Department of Social Services 2020, *Department of social services website*, Australian government, accessed 20 February 2020, <<https://www.dss.gov.au/>>.

EXAMPLE REFERENCE LIST

References

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Bourassa, S 1999, 'Effects of child care on young children', *Proceedings of the third annual meeting of the International Society for Child Psychology*, International Society for Child Psychology, Atlanta, Georgia, pp. 44-6.

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Stage 4

Year 7

Assessment

Schedules

Year 7 Assessment Schedules – Core Subjects

CAPA – (Music / Visual Arts)

Music

The report mark for Semester 1 is a percentage conversion of Tasks 1, 2 and 3, whilst the yearly report mark reflects results from all tasks.

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTINGS %
	DUE Week 8 Term 1	DUE Week 4 Term 2	DUE Week 8 Term 3	DUE Week 5/6 Term 4	
	TASK Assignment	TASK Performance	TASK Composition	TASK Yearly Examination	
Introduction to Music	25				25
Australian Music		25			25
Rock Music			25		25
Music on the big screen				25	25
TASK VALUE %	25	25	25	25	100%
Task Outcomes:	4.4 4.10 4.11 4.12	4.2 4.3 4.7 4.8	4.1 4.4 4.5 4.6	4.5 4.7 4.8 4.9 4.12	

Stage 4 Course Outcomes - A student:

- 4.1 performs in a range of musical styles demonstrating an understanding of musical concepts
- 4.2 performs music using different forms of notation and different types of technology across a broad range of musical styles
- 4.3 performs music demonstrating solo and/or ensemble awareness
- 4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
- 4.5 notates compositions using traditional and/or non-traditional notation
- 4.6 experiments with different forms of technology in the composition process
- 4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
- 4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
- 4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
- 4.10 identifies the use of technology in the music selected for study, appropriate to the musical context
- 4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art-form
- 4.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Visual Arts

The report mark for Semester 1 is a percentage conversion of Tasks 1, 2 and 3, whilst the yearly report mark reflects results from all tasks.

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	WEIGHTINGS %
	DUE Week 9 Term 1	DUE Week 2 Term 2, 4	DUE Week 4 Term 2	DUE Week 9 Term 3	DUE Week 3 Term 4	DUE Week 5 Term 4	
	TASK Practical	TASK Book Mark	TASK Practical	TASK Practical	TASK Practical	TASK Examination	
Elements of Design	20	5					25
Printmaking		5	20				25
Pottery		5		15		5	25
Leaf Life		5			15	5	25
TASK VALUE %	20	20	20	15	15	10	100%
Task Outcomes:	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7,4.8,4.9, 4.10	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	4.1, 4.2, 4.3, 4.4, 4.5, 4.6 4.7,4.8,4.9, 4.10	4.1, 4.2, 4.3, 4.4, 4.5, 4.6 4.7,4.8,4.9, 4.10	4.7,4.8, 4.9, 4.10	

Stage 4 Course Outcomes

A student:

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

English

The report mark for Semester 1 is a percentage conversion of Tasks 1 and 2, whilst the yearly report mark reflects results from all four tasks.

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTINGS %
	DUE Week 10 Term 1	DUE Week 6 Term 2	DUE Week 8 Term 3	DUE Week 5 Term 4	
	TASK Discursive & Opinion Writing	TASK Imaginative Response & Knowledge Test	TASK Visual Representation & Reflection	TASK Analytical Writing & Knowledge Test	
Outcomes Assessed	EN4-4B EN4-6C EN4-7D EN4-8D	EN4-1A EN4-2A EN4-3B EN4-5C EN4-9E	EN4-1A EN4-5C EN4-7D EN4-8D	EN4-2A EN4-3B EN4-4B EN4-6C EN4-9E	
<i>Identity</i>	25				25
<i>Independence</i>		25			25
<i>The Wider World</i>			25		25
<i>Resilience</i>				25	25
TASK VALUE %	25	25	25	25	100

Stage 4 Course Outcomes

A student:

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

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

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

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

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

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

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

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

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

HSIE (History / Geography)

Geography – Semester 1

The report mark for Semester 1 is a percentage conversion of Tasks 1, 2, and 3.

COMPONENTS	TASK 1	TASK 2	TASK 3	WEIGHTINGS %
	DUE Week 9 Term 1	DUE Week 3 Term 2	DUE Week 5/6 Term 2	
	TASK TITLE Class Activity + Submission	TASK TITLE Semester 1 Course Work	TASK TITLE Examination	
Task Outcomes:	GE4-1 GE4-2 GE4-4 GE4-5 GE4-7 GE4-8	GE4-1 GE4-2 GE4-8	GE4-1 GE4-3 GE4-4 GE4-5 GE4-6	
Landscapes and Landforms	30	10	10	50
Place and Liveability		20	30	50
TASK VALUE %	30	30	40	100

Stage 4 Course Outcomes

A student:

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

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

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

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

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

GE4-6 explains differences in human wellbeing

GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry

GE4-8 communicates geographical information using a variety of strategies

History – Semester 2

The report mark for Semester 2 is a percentage conversion of Tasks 1, 2, and 3.

COMPONENTS	TASK 1	TASK 2	TASK 3	WEIGHTINGS %
	DUE Week 9 Term 3	DUE Week 3 Term 4	DUE Week 5/6 Term 4	
	TASK TITLE Class Activity + Submission	TASK TITLE Semester 2 Course Work	TASK TITLE Examination	
Task Outcomes:	HT4-1 HT4-5 HT4-6 HT 4-8 HT 4-9 HT 4-10	HT4-1 HT4-2 HT4-6 HT 4-9 HT4-10	HT4-2 HT4-3 HT4-6 HT 4-9 HT4-10	
The Ancient World and Investigating the Ancient Past	30	10		40
The Mediterranean World: Ancient Egypt	10	10	30	50
The Asian World: China			10	10
TASK VALUE %	40	20	40	100

Stage 4 Course Outcomes - A student:

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

HT4.2 describes the major periods of historical time and sequences events, people and societies from the past

HT4.3 describes and assesses the motives and actions of past individuals and groups in the context of past societies

***HT4.4** not assessed in this content

HT4.5 identifies the meaning, purpose and context of historical sources

HT4.6 uses evidence from sources to support historical narratives and sources

***HT4.7** not assessed in this content

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

LOTE (Language Other Than English) – Wiradjuri

The report mark for Semester 1 is a percentage conversion of Tasks 1 and 2, whilst the yearly report mark reflects results from all four tasks.

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTINGS %
	DUE Week 10 Term 1	DUE Week 5 Term 2	DUE Week 8 Term 3	DUE Week 5/6 Term 4	
	TASK TITLE Poster or Power point	TASK TITLE Totem Artwork	TASK TITLE Wiradjuri Resource Portfolio	TASK TITLE Yearly Exam	
Research on influential Indigenous Australians and important Indigenous cultural events	25				25
All about me and my family / totems		25			25
Beginner Vocabulary / Body Parts			25		25
Indigenous Games and storytelling				25	25
TASK VALUE %	25	25	25	25	100
Task Outcomes:	4.MBC.2 4.MLC.1 4.MLC. 2	4.MLC.1 4.UL.1 4.UL.2	LJA5-9U	4.MBC.2 4.UL.4 4.UL.1 4.UL.2	

Stage 4 Course Outcomes

A student:

- 4.MLC.1** demonstrates understanding of the importance of appropriate use of language in diverse contexts
- 4.MLC. 2** explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Wiradjuri
- 4.MBC.2** demonstrates knowledge of key features of the culture of communities
- 4.UL.1** demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately
- 4.UL.2** demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately
- 4.UL.3** established and maintains communication in familiar situations
- 4.UL.4** applies a range of linguistic structures to express own ideas in writing
- LJA5-9U** Explains and reflects on the interrelationship between language, culture and identity

Mathematics

The report mark for Semester 1 is a percentage conversion of Tasks 1, 2, 3, and 4, whilst the yearly report mark reflects results from all tasks.

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	WEIGHTINGS %
	DUE Week 2 Term 1,2,3,4	DUE Week 7 Term 1, 3	DUE Week 3 Term 2	DUE Week 5/6 Term 2	DUE Week 3 Term 4	DUE Week 5/6 Term 4	
	TASK Common Task	TASK Topic test	TASK Assignment	TASK Half Yearly Examination	TASK Assignment	TASK Yearly Examination	
Uses appropriate terminology, diagrams and symbols in mathematical contexts.	8	8	3	8	3	8	38
Selects and uses appropriate strategies to solve problems.	8	8	3	8	3	8	38
Provides reasoning to support conclusions that are appropriate to the context.	4	4	4	4	4	4	24
TASK VALUE %	20	20	10	20	10	20	100%
Task Outcomes:	WM, NA, MG, SP	WM, NA, MG, SP	WM, NA, MG, SP	WM, NA, MG, SP	WM, NA, MG, SP	WM, NA, MG, SP	

Stage 4 Course Outcomes

A student:

Working Mathematically – develops understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning

Number and Algebra – develops efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation

Measurement and Geometry – identifies, visualises and quantifies measures and the attributes of shapes and objects, explores measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in finding the solution to problems

Statistics and Probability – collects, represents, analyses, interprets and evaluates data, assigns and uses probabilities, and makes sound judgements.

PDHPE (Personal Development, Health & Physical Education)

The report mark for Semester 1 is a percentage conversion of Tasks 1 to 3, whilst the yearly report mark reflects results from all tasks.

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	WEIGHTINGS %
	DUE Week 8 Term 1	DUE Term 1 & 2	DUE Week 6 Term 2	DUE Week 9 Term 3	DUE Term 3 & 4	DUE Week 5 Term 4	
	TASK Eat Right, Live Strong	TASK Fundamental Movement Skills 1	TASK Half Yearly Exam	TASK Changes in Me	TASK Fundamental Movement Skills 2	TASK Yearly Exam	
Health, Wellbeing & Relationships/ Healthy, Safe & Active lifestyles	10		10	15		15	50
Movement skill & performance		25			25		50
TASK VALUE %	10	25	10	15	25	15	100%
Task Outcomes:	PD4-2 PD4-6 PD4-7 PD4-8 PD4-9 PD4-10	PD4-4 PD4-5 PD4-10 PD4-11	PD4-1 PD4-2 PD4-3 PD4-6 PD4-9 PD4-10	PD4-1 PD4-2 PD4-6 PD4-9 PD4-10	PD4-4 PD4-5 PD4-10 PD4-11	PD4-1 PD4-2 PD4-3 PD4-6 PD4-7 PD4-8 PD 4-9 PD4-10	

Stage 4 Course Outcomes

A student:

Outcomes – Movement Skill and Performance (MSP)

PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts

PD4-5 transfers and adapts solutions to complex movement challenges

PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

Outcomes – Health, Wellbeing and Relationships (HWR)

PD4-1 examines and evaluates strategies to manage current and future challenges

PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others

PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships

PD4-9 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

Outcomes – Healthy, Safe and Active Lifestyles (HSAL)

PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others

PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity

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

PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity

PD4-9 demonstrates self-management skills to effectively manage complex situations

PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts.

Science

The report mark for Semester 1 is a percentage conversion of Tasks 1 (1 & 4), 2 and 3, whilst the yearly report mark reflects results from all tasks.

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	WEIGHTINGS %
	DUE Week 10 Term 1, 2, 3 Week 5 Term 4	DUE Week 10 Term 1	DUE Week 5/6 Term 2	DUE Week 5 Term 3	DUE Week 10 Term 3	DUE Week 5/6 Term 4	
	TASK 1, 4, 7, 9 Homework Book	TASK 2 Topic Test	TASK 3 Half Yearly Examination	TASK 5 Student Research Project	TASK 6 Topic Test	TASK 8 Yearly Examination	
Values and Attitudes	5	-	-	5	-	-	10
Skills	10	5	10	10	5	10	50
Knowledge and Understanding	5	5	10	5	5	10	40
TASK VALUE %	20	10	20	20	10	20	100%
Task Outcomes:	SC4-1VA SC4-8WS SC4-9WS SC4-10PW SC4-12ES SC4-15LW SC4-16CW	SC4-4WS SC4-8WS SC4-9WS SC4-15LW	SC4-4WS SC4-8WS SC4-9WS SC4-15LW	SC4-1VA SC4-4WS SC4-5WS SC4-6WS SC4-8WS SC4-9WS	SC4-4WS SC4-8WS SC4-9WS SC4-16CW	SC4-4WS SC4-8WS SC4-9WS SC4-16CW SC4-10PW	

Year 7 Course Outcomes

A student:

SC4-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them

SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge

SC4-5WS collaboratively and individually produces a plan to investigate questions and problems

SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually

SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems

SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations

SC4-10PW describes the action of unbalanced forces in everyday situations

SC4-15LW explains how new biological evidence changes people's understanding of the world

SC4-16CW describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles

TAS (Technological & Applied Studies)

Mandatory Technology – Amazing Game

Students will study a different Technology unit each term. Marks for each term will be combined to provide an end of year result.

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTINGS %
	DUE Week 5	DUE Week 8	DUE Week 10	DUE Week 10	
	TASK Comic Strip Project	TASK Amazing Game booklet	TASK Get Appy Booklet	TASK Get Appy Project	
Practical Projects	20			30	50
Knowledge Tasks		25	25		50
TASK VALUE %	20	25	25	30	100%
Task Outcomes:	TE4-7DI TE4-10TS	TE4-7DI TE4-10TS	TE4-1DP TE4-2DP TE4-4DP	TE4-1DP TE4-2DP TE4-4DP	

Stage 4 Course Outcomes

A student:

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

TE4-2DP plans and manages the production of designed solutions

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

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

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

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

TE4-7DI explains how data is represented in digital systems and transmitted in networks

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

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

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

Mandatory Technology – Chopping Board

Students will study a different Technology unit each term. Marks for each term will be combined to provide an end of year result.

COMPONENTS	TASK 1	TASK 2	WEIGHTINGS %
	DUE Week 10	DUE Week 10	
	TASK Chopping Board Folio	TASK Chopping Board Project	
Practical Projects		75	75
Knowledge Tasks	25		25
TASK VALUE %	25	75	100%
Task Outcomes:	TE4-1DP TE4-2DP TE4-9MA TE4-10TS	TE4-1DP TE4-2DP TE4-3DP	

Stage 4 Course Outcomes

A student:

- TE4-1DP** designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
- TE4-2DP** plans and manages the production of designed solutions
- TE4-3DP** selects and safely applies a broad range of tools, materials and processes in the production of quality projects
- TE4-4DP** designs algorithms for digital solutions and implements them in a general-purpose programming language
- TE4-5AG** investigates how food and fibre are produced in managed environments
- TE4-6FO** explains how the characteristics and properties of food determine preparation techniques for healthy eating
- TE4-7DI** explains how data is represented in digital systems and transmitted in networks
- TE4-8EN** explains how force, motion and energy are used in engineered systems
- TE4-9MA** investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
- TE4-10TS** explains how people in technology related professions contribute to society now and into the future

Mandatory Technology – Crazy Cotton

Students will study a different Technology unit each term. Marks for each term will be combined to provide an end of year result.

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTINGS %
	DUE Week 2	DUE Week 4	DUE Week 9	DUE Week 10	
	TASK Title Page + components	TASK Sample hem	TASK Procedure + Evaluation	TASK Practical Project	
Practical Projects		10		50	60
Knowledge Tasks	10		30		40
TASK VALUE %	10	10	30	50	100%
Task Outcomes:	TE4-7DI TE4-10TS	TE4-7DI TE4-10TS	TE4-1DP TE4-2DP TE4-4DP	TE4-1DP TE4-2DP TE4-4DP	

Stage 4 Course Outcomes

A student:

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

TE4-2DP plans and manages the production of designed solutions

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

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

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

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

TE4-7DI explains how data is represented in digital systems and transmitted in networks

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

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

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

Mandatory Technology – Fantastic Food

Students will study a different Technology unit each term. Marks for each term will be combined to provide an end of year result.

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTINGS %
	DUE Week 2	DUE Week 2-9	DUE Week 2-9	DUE Week 9	
	TASK Title Page + Safety Infographic	TASK Prac (safety, teamwork, planning)	TASK Prac (techniques, finished product)	TASK No Waste Information sheet	
Practical Projects		30	30		60
Knowledge Tasks	10			30	40
TASK VALUE %	10	30	30	30	100%
Task Outcomes:	TE4-1DI	TE4-2DP TE4-3DP TE4-6FO	TE4-2DP TE4-3DP TE4-6FO	TE4-1DP	

Stage 4 Course Outcomes

A student:

- TE4-1DP** designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
- TE4-2DP** plans and manages the production of designed solutions
- TE4-3DP** selects and safely applies a broad range of tools, materials and processes in the production of quality projects
- TE4-4DP** designs algorithms for digital solutions and implements them in a general-purpose programming language
- TE4-5AG** investigates how food and fibre are produced in managed environments
- TE4-6FO** explains how the characteristics and properties of food determine preparation techniques for healthy eating
- TE4-7DI** explains how data is represented in digital systems and transmitted in networks
- TE4-8EN** explains how force, motion and energy are used in engineered systems
- TE4-9MA** investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
- TE4-10TS** explains how people in technology related professions contribute to society now and into the future