



Macarthur Girls High School



Year 7 2018 Assessment Handbook



MACARTHUR GIRLS HIGH SCHOOL

YEAR 7 ASSESSMENT HANDBOOK

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Stage 4

Macarthur Girls is a place of learning where staff, students and parents are working together to provide a caring and challenging learning environment that will allow every girl to achieve her personal best.

The purpose of this booklet is to outline the assessment policy of Macarthur Girls High School for Year 7. Please read it carefully and make sure you understand it and talk to your teachers or Head Teachers if you have any concerns. Assessment is ongoing throughout the year and an integral part of the teaching and learning process. Assessment tasks will provide every student with opportunities to demonstrate what they know, what they understand and what they can do. In every course you will have to complete a number of assessment tasks. Teachers will use these tasks (both summative and formative) to collect information about your learning.

The study planner in this booklet will allow you to set out every assessment task for each course term by term. It is essential that you complete your planner as it will help you become more organised in your study requirements for the year. It is also advised that you refer to your school diary and enter all assessment dates or important reminders. At Macarthur Girls we believe that all of our students should strive to achieve their personal best and reflect in their learning the school PRIDE values.

Good luck with your preparation for the assessment activities for the year!

ASSESSMENT POLICY – STAGE 4; Year 7

Introduction

The purpose of this document is to outline the Assessment Policy of Macarthur Girls High School for Stage 4 (Year 7).

Parents/Caregivers and students need to read this policy carefully, discuss, and ensure they understand the content and process.

All students must sign to acknowledge that they have received this booklet.

What is Assessment?

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including:

- assisting in student learning;
- evaluating and improving teaching and learning programs;
- providing information on student learning and progress in a course in relation to the syllabus outcomes;
- providing evidence of satisfactory completion of a course and;
- reporting to parents/caregivers on student achievement.

At Macarthur Girls High School each course must provide a program of assessment tasks.

Assessment is conducted throughout the year and each task clearly identifies:

- outcomes assessed;
- task description and;
- task marking criteria.

For each task student performance will be reported by

- Constructive feedback to students on their performance highlighting their strengths and indicating where they could make improvements and/or;
- Mark/Grade

The assessment program at Macarthur Girls High School contains both summative and formative assessment **of and for** learning.

This may include but not limited to:

Formative Assessment

- Observation of student learning
- Classroom activities
- Homework
- Research assignments
- Group work

Summative Assessment

- Presentations
- End of unit tests
- Half-Yearly and Yearly Examinations
- Assessment tasks
- Research assignments
- Portfolios/Course Diaries/Logbooks

Note:

Syllabuses for all courses may be accessed through The Board of Studies, Teaching and Educational Standards NSW (BOSTES) website at <http://www.boardofstudies.nsw.edu.au/syllabuses/>

YEAR 7 STUDENT RESPONSIBILITIES

1. Attendance

Students must attend all classes to satisfactorily achieve the course requirements.
Students are expected to complete all summative and formative tasks for each course.

2. Academic Integrity

Students are required to pledge (Attachment A) that all work submitted for assessment must be their own.

3. Submission of summative assessment tasks

Students are expected to submit summative assessment tasks by the due date and sign and acknowledge submission of tasks.

4. Absent from a summative assessment task

Where a student cannot meet a deadline for a summative task the student must:

- bring a valid explanation, e.g. doctor's certificate or a parent/caregiver's note to the class teacher; and
- be prepared to submit/attempt the task on the first day she returns to school.

Failure to follow the above procedures may result in a student not meeting the course outcomes.

Late submissions and absence for assessment tasks

- a student who takes additional time to complete an assignment may be unfairly advantaged; and
- a late submission of an assignment may delay marking of the assignments and hence delay the giving of feedback to students.

Note: A student with late submission/attempt of an assessment task without a valid explanation will have:

- a letter of concern generated to parents;
- the student will be ineligible to be first or second in the course at the end of the year;
- a statement will appear on the Half Yearly and Yearly Reports detailing the number of tasks in each course that have been submitted late.

Important Note:

Technology and/or computer equipment failure are not valid grounds for misadventure. It is the student's responsibility to keep hard copies of submitted assessment tasks.

To assist students in the utilisation of technology, the following guidelines should be considered:

- always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure;
- back-up files regularly;
- print out copies of drafts and keep them while the assignment is in progress; and
- bring a copy of the file to school by USB or email copy to appropriate teacher.

5. Diligence

It is expected that students prepare for examinations and make a serious attempt. Students must work with sustained effort and diligence in all aspects of each course.

Students must make a genuine attempt at ALL assessment tasks. Failure to complete assessment tasks may jeopardize successful completion of the course.

6. Notification of Summative Assessment Tasks

Written and/or electronic notification of summative assessment tasks will be issued at least **TWO weeks** prior to assessment tasks as per assessment schedules published in this handbook. (See Attachment B)

7. Procedures relating to plagiarism

The **values of PRIDE** are highly regarded both in the school, and later at work. When undertaking assignments at school and at home it is important that students do not use other people's work as their own. If students submit other people's work as their own it is called plagiarism.

Students are expected to research and prepare a range of tasks that will require them to read and use other people's ideas and words to help them develop their own understanding. It is important that when they use other people's words and ideas that they give them the appropriate credit. To not credit them is the same as stealing, and this is known as plagiarism.

'Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your results.'

All students need to understand that it is wrong to copy and submit work that they have not created themselves. Changing a few words around is still plagiarising.

Some of the best methods to avoid plagiarism include:

- giving yourself enough time to research and write your own assignments (don't leave it to the last moment);
- making effective notes – jotting down points, not copying whole sentences. Copying and pasting from the Internet makes it very hard to avoid plagiarising;
- write your assignment from notes, not the original source of information;
- keep accurate records of where you find your information and include a bibliography for every assignment (not just when a teacher asks for it).

Bibliographies

All assignments and research tasks should include a bibliography listing the sources of information used. This would include books, webpages, encyclopaedia entries, magazine articles, etc. The bibliographic details for each item should be clearly indicated. Bibliographic details include author, title, publisher, city of publication and date (usually year). Some people may also require the pages consulted. The Internet requires 2 additional pieces of information – the URL and the date the page was accessed.

The following are examples of one way of presenting your bibliography.

A book with an author:

KNAPP, Brian (1996), *Lead and Tin*, Melbourne: Reed

A book without an author:

The Law Handbook. (1997), Redfern, NSW, Redfern Legal Centre

A webpage:

Tilling, Robert. (2008) *Types of volcanoes*, [United States]: Fact Monster
<http://www.factmonster.com/ipka/A0862596.html> {accessed 29/8/2008}

Comfortable, Low-energy Houses (2007) [Australia]: Bureau of Meteorology
<http://www.born.gov.au/climate/environ/housedesign/index.shtml> {accessed 5/2/2007}

With all items in a bibliography include as many of the required details as you can find and list the entries in alphabetical order, by the beginning of the entry, ie. author or title (if no author).

8. Letters of Concern

Letters of concern are issued to students and their parents/caregivers if students are in danger of not meeting the course requirements, if they have handed in a summative assessment late and in order to give the students the opportunity to redeem themselves.

9. Disability provisions

Who can apply for disability provisions?

Any student with a disability recognised in the Commonwealth *Disability Standards for Education 2005*. The definition of 'disability' in the *Disability Discrimination Act 1992* (Cth) includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

Note that the disability provisions apply only where the disability is such that a practical arrangement is required to reduce disadvantage in an exam situation.

Disability provisions also apply to temporary and emergency-related disabilities. A typical example of an 'emergency' is where a student breaks their writing arm a week before an examination.

Students need to discuss their case with the School Counsellors, Head Teacher Female Students or their Year Adviser.

10. Reporting Procedures

Student Reporting is the process of communicating information about student learning. It includes a student's level of attainment and the progress they have made during a period of time. Reports contain objective information about what has been taught and about students' current levels of knowledge and understanding, including areas for further development.

Reports draw on summative and formative assessment that has been collected routinely and recorded systematically as part of teachers' ongoing classroom assessment practice (refer to the assessment schedule for each course in this handbook).

School reports are issued twice a year; one each semester. Students must sign upon receipt of their report.

Contact the right people

If you have a specific course enquiry please contact the Head Teacher of that Faculty. If it is a more general enquiry please contact the Year 7 Adviser.

MGHS Literacy and Numeracy Online Enrichment Program

Macarthur Girls High School views the literacy and numeracy online enrichment program as a building block for success across all learning stages, resulting in better life options, academic success and skills for life enhancement.

MGHS students from Years 7 to 10 participate in weekly literacy and numeracy enrichment activities located on the school's online learning platform – Moodle. These activities significantly contribute to the improvement of student learning outcomes at MGHS as measured by NAPLAN results over the past years.

Students will participate weekly in a range of literacy and numeracy activities to enhance and enrich their literacy and numeracy development across all subjects. It is expected that all students will complete all online enrichment activities.

Student completion rates of weekly Moodle activities will be acknowledged on their semester reports. Students who fail to complete their weekly online literacy and numeracy enrichment activities will be considered as not diligently applying themselves to their studies. Consequences for non-completion of learning activities for whole school and/or faculties are outlined in the MGHS "Non-completion of tasks" procedure located on our school website:

www.macarthur-g-h.school.nsw.edu.au SRC Website/MGHS Links

How to complete the MGHS Literacy and Numeracy Online Enrichment Activities

Students are required to follow the process:

1. Log on to <http://web2.macarthur-g-h.schools.nsw.edu.au/moodle/> using their personal login details
2. Click on literacy and numeracy enrichment
3. Click on the sub-category which corresponds with their grade of study
4. Complete all weekly activities in the literacy and numeracy courses
5. All activities must be completed by Sunday night each week
6. The new weekly activities open on Monday mornings
7. If login details or errors appear, student needs to see the TSO

PRIDE – MGHS Wellbeing Program

The MGHS Wellbeing Program explores and develops the school's PRIDE values. This innovative program establishes an educational foundation for young students to understand and practise the values of Participation, Respect, Integrity, Diversity and Excellence. The school believes that modelling and instilling these values in students' everyday school lives is central to forming a sense of self-efficacy, character and self-mastery. Our aim is to develop the whole person so students can take charge of their own learning and make responsible choices for their future.

Our program comprises of activities involving students, staff and guest speakers. It is designed to inform and motivate students on the importance of personal wellbeing, ethical and exemplary behaviour, building self-esteem and earning respect through achievement and service. Students will feel proud of their cultural identity and will develop caring and understanding attitudes towards other.

Each year level focuses on themes appropriate to the students' intellectual, social and emotional development. These themes emphasise issues important to identity, relationships, supporting others, making considered decisions, taking responsibility for one's actions and providing leadership based on honesty, integrity and optimism.

Year 7

The focus in Year 7 is on helping students settle into their new secondary school environment and the program aims to give them the skills to cope effectively with new and challenging situations. Assisting students to believe in themselves and be emotionally resilient is fundamental to their academic and social growth during adolescence. Students will be introduced to the 21st century learning skills and learn to apply them to everyday learning to build their confidence and capabilities. Diversity and acceptance of different people and cultures around us will be celebrated.

Modules – Attitude; Belief; Confidence; Diversity.



Macarthur Girls High School

ASSESSMENT TASK COVER SHEET

You need to complete and attach this cover sheet to every summative assessment task that you submit

Student name:		Class:
Assessment Task Title:		Date due:
Course:	Teacher:	

Academic Integrity Statement

I _____ declare that this work is my own and
(Your name in block letters)

that any quotes, information or works have been properly acknowledged and cited in the bibliography.

Student signature _____ Date: _____

Warning

You are required to keep a complete soft or hard copy of this assessment task and the acknowledgement of submission in case of any unforeseen event relating to your original submission.

-----cut here-----

Student copy

Assessment Receipt

Name of student: _____ Year: _____ Course: _____

Task Title: _____ Class Teacher: _____ Date Due: _____

This task was submitted to _____ on _____
Teacher's Name date

Teacher's signature Student's signature

Attachment B



Course:

Unit of work:

Assessment weighting:

Issue date:

Due date:

Outcomes:

By completing this task you will be able to:

Explanation of syllabus outcomes should be given so that students are able to understand what it is that they will be able to do.

Task:

Is the quality teaching framework embedded in this task?

- Intellectual Quality
- Significance
- Quality Learning Environment

Does this task provide students with the opportunity to learn?

Assessment criteria:

You will be marked on your ability to:

-
-
-

Steps to completing task successfully:

In sequential order, what steps in the process does the student need to complete?

1)

2)

3)

4)

5)

Guide to structuring your task and additional information:

e.g. showing working, essay structure, using evidence, using headings, any relevant information which may help student achieve in task.

English

The study of English in Years 7–10 aims to develop students' knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators. Students will learn to develop clear and precise skills in writing, reading, listening, speaking, viewing and representing.

The English course assessment will consist of 60% formal assessment tasks and 40% class work.

Students will be assessed on the following outcomes:

Stage 4 (Year 7) Syllabus Outcomes	
EN4-1A-	responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN4-2A-	effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
EN4-3B-	uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
EN4-4B-	makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
EN4-5C-	thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
EN4-6C-	identifies and explains connections between and among texts
EN4-7D-	demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
EN4-8D-	identifies, considers and appreciates cultural expression in texts
EN4-9E-	uses, reflects on and assesses their individual and collaborative skills for learning

Formal assessment tasks listed below:

Task	Outcomes - assessed	Description of Task	Date
Task A	1A, 2A, 4B, 5C, 7D	Comprehension and Poetry (Reading/ Writing)	Term 1- Formative Assessment: Week 3 *
Task B	1A, 3B, 5C, 8D	NAPLAN Book Review (Writing)	Term 2- Week 3 * Term 2 - Summative Assessment: Week 9 *
Task C	3B, 6C 7D, 8D, 9E	Shakespeare Performance (Listening)	Term 3 – Formative Assessment: Week 8 *
Task D	1A, 2A, 4B, 7D, 9E	Heroes Speech- (Speaking/Viewing/ Representing)	Term 4 – Summative Assessment: Weeks 4/5 *

*The above are indicators only – the task will be confirmed prior to due date.

Reporting: Each Report communicates the Level of Achievement for that semester's work.

Mathematics

The content for Mathematics in K–10 is structured using one process strand

- *Working Mathematically*

and three content strands

- Number and Algebra, Measurement and Geometry, Statistics and Probability, Space and Geometry.

These strands contain the knowledge, skills and understanding for the study of mathematics in the compulsory years of schooling.

Stage 4 (Years 7) Mathematics Syllabus Outcomes	
MA4-4NA	Compares, orders and calculates with integers, applying a range of strategies to aid computation
MA4-18MG	Identifies and uses angle relationships, including those related to transversals on sets of parallel lines
MA4-5NA	Operates with fractions, decimals and percentages
MA4-21SP	Represents probabilities of simple and compound events
MA4-4NA	Compares, orders and calculates with integers, applying a range of strategies to aid computation
MA4-15MG	Performs calculations of time that involve mixed units, and interprets time zones
MA4-8NA	Generalises number properties to operate with algebraic expressions
MA4-10NA	Uses algebraic techniques to solve simple linear and quadratic equations
MA4-12MG	Calculates the perimeters of plane shapes and the circumferences of circles
MA4-13MG	Uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-9NA	Operates with positive-integer and zero indices of numerical bases

Task	Outcomes - assessed	Description	Date
Task 1	MA4-4NA MA4-18MG	Common Test – Positive Integers Angles	Term 1 Week 6 Term 1 Week 9
Task 2	MA4-5NA, MA4-21SP	Common Test – Positive and negative integers Fractions, Decimals, Percentages	Term 2 Week 2 Term 2 Week 8
Task 3	MA4-4NA MA4-15MG MA4-8NA	Common Test – Probability, Computations with decimals and fractions	Term 3 Week 2 Term 3 Week 7
Task 4	MA4-10NA MA4-12MG MA4-13MG MA4-9NA	Common Test – Algebraic Techniques	Term 4 Week 2

The student Assessment will be initially determined by the performance in the summative assessment tasks followed by consultation with class teachers to allow for teacher profession judgement.

The dates for the topic tests are estimates. The tests will occur approximately 2 weeks after the conclusion of the topic.

Science

“The important thing is not to stop questioning. Curiosity has its own reason for existing.” Albert Einstein

The Science course has 3 objectives;

- develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future
- develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens
- develop knowledge, understanding of and skills in applying the processes of Working Scientifically

The Science course has a breakdown of knowledge and understanding and skills including at least 50% practical experience.

The course is broken up into 2 semesters.

You will be assessed on the following outcomes throughout Stage 4 Science.

Stage 4 Science Syllabus Outcomes	
Outcome Description	Outcome
Knowledge and understanding	SC4-10PW, SC4-11PW, SC4-12ES, SC4-13ES, SC4-14LW, SC4-15LW, SC4-16CW, SC4-17CW
Skills	SC4-4WS - SC4-9WS
Values and attitudes	SC4-1VA - SC4-3VA

For the full Year 7- 10 Science Syllabus including detailed descriptions of the outcomes being assessed visit:

<http://syllabus.bos.nsw.edu.au/science/science-k10/syllabus-elements/>

Each Report communicates the student’s Level of Achievement for that semester’s work. The report will consist of 50% informal assessment and 50% Formal Assessment for, as and of learning in Science.

Formal tasks listed below:

Task	Topic	Description of Task	Outcomes - assessed	Date
Task 1	Science Show	First Hand Investigation & Reflection Quiz	A selection of student outcomes to measure student achievement throughout Stage 4.	Term 1 Week 8
Task 2	Antarctica	Antarctica Research Project & Reflection Quiz	A selection of student outcomes to measure student achievement throughout Stage 4.	Term 2 Week 8
Task 3	Our Future Earth	Sustainable Design Project & Reflection Quiz	A selection of student outcomes to measure student achievement throughout Stage 4.	Term 3 Week 8
Task 4	Space Colony	Scientific Modelling (Group work) & Reflection Quiz	A selection of student outcomes to measure student achievement throughout Stage 4.	Term 4 Week 3

Geography

The aim of Geography in Years K–10 is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales to become informed, responsible and active citizens. Reporting will be based on assessment for, as and of learning.

Stage 4 Geography Syllabus Outcomes	
GE 4.1	Locates and describes the diverse features and characteristics of a range of places and environments
GE 4.2	Describes processes and influences that form and transform places and environments
GE 4.3	Explains how interactions and connections between people, places and environments result in change
GE 4.4	Examines perspectives of people and organisations on a range of geographical issues
GE 4.5	Discusses management of places and environments and for their sustainability
GE 4.6	Explains differences in human wellbeing
GE 4.7	Acquires and processes geographical information by selecting and using geographical tools for enquiry
GE 4.8	Communicates geographical information using a variety of strategies

Stage 4 Geography Syllabus Outcomes	Stage 4 (Year 7) Geography Reporting Outcomes
GE 4.2; GE 4.4	Demonstrates understanding and knowledge of geographical information
GE 4.7; GE 4.8	Researches and presents geographical information from a variety of sources
GE 4.3; GE4.5; GE 4.6;	Demonstrates awareness and appreciation of environmental/cultural issues
GE 4.1; GE 4.8	Communicates geographical concepts using written and oral formats

Task	Outcomes assessed	Description	Weighting	Date
1	GE4.1; GE4.3; GE4.4; GE4.7	Research task	50%	Term 2, Week 2 OR Term 4, Week 2
2	GE4.2; GE4.5; GE4.7; GE4.8	Geographical tools test	50%	Term 2, Week 4 OR Term 4, Week 4

This is a semesterised course. Students will receive either a Semester 1 or Semester 2 report.

History

In Year 7 History, students develop their knowledge and understanding of the nature of history, past societies, historical periods and their legacy by studying the Ancient world. In addition, students enhance their skills in undertaking the process of historical inquiry and the skills to communicate their understanding of history throughout the semester.

Stage 4 History Syllabus Outcomes	
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	Describes and explains the causes and effects of events and developments of past societies over time
HT4-5	Identifies the meaning, purpose and context of historical sources
HT4-6	Uses evidence from sources to support historical narratives and explanations
HT4-7	Identifies and describes different contexts, perspectives and interpretations of the past
HT4-8	Locates, selects and organises information from sources to develop an historical inquiry
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

Stage 4 History Syllabus Outcomes	Stage 4 (Year 7) History Reporting Outcomes
HT4-8	Locates, selects and organises information from sources to develop an historical inquiry
HT4-5, HT4-6, HT4-7,	Identifies and uses sources to support historical narratives and explanations
HT4-1, HT4-2, HT4-3, HT4-4	Describes the nature of history and applies it to different historical societies
HT4-9, HT5-10	Communicates effectively about the past using appropriate oral, written, visual and digital forms

Reporting will be based on both summative tasks and Classwork/coursework

Summative tasks =50%

Class/coursework = 50%

Summative tasks listed below:

Task	Outcomes - assessed	Historical Skill focus:	Description	Date
1	HT4-1, HT4-5, HT4-6, HT4-8, HT4-9, HT4-10	Comprehension	Investigating the Ancient Past Comprehension Task	Term 1, Week 7 OR Term 3, Week 7
2	HT4-2, HT4-3, HT4 -4, HT4-6, HT4-7, HT4-9, HT4-10	Research and Significance	Ancient Egypt Research Task	Term 2, Week 4 OR Term 4, Week 4

This is a semesterised course. Students will **only** receive **either** a Semester 1 **or** Semester 2 report.

Performing Arts -Dance/Drama

“Learning is not a spectator sport” D Bolcher

The Dance course has 3 components; <ul style="list-style-type: none"> • Performance • Composition • Appreciation 	The Drama course has 3 components; <ul style="list-style-type: none"> • Performing • Making • Appreciating
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The Dance/Drama course has a breakdown of 60% Performance, 20% Composing/Making and 20% Appreciation.

Stage 4 Dance Syllabus Outcomes	Stage 4 Drama Syllabus Outcomes	Stage 4 (Years 7) Dance Reporting Outcomes
4.1.1, 4.1.3	4.2.1, 4.1.2	Demonstrates performance skill in dance and drama
4.2.1,	4.1.1	Identifies and explores the elements of dance and drama in relation to performance
4.2.2	4.1.4, 4.2.1, 4.2.2	Uses the elements of dance and drama to compose/create a performance piece
4.3.1	4.3.1	Identifies and describes the elements of dance and drama in relation to performance

For the full Year 7- 10 Dance/Drama Syllabus including detailed descriptions of the outcomes being assessed visit: http://www.boardofstudies.nsw.edu.au/syllabus_sc/dance.html
http://www.boardofstudies.nsw.edu.au/syllabus_sc/drama.html

The Report communicates your Level of Achievement for the semester’s work.

Reporting will be based on both Summative tasks – 50% and Formative tasks (classwork/coursework) – 50%.

Summative tasks listed below:

Task	Outcomes - assessed	Description of Task	Date
Task 1 Dance – 5%	4.3.1	Dance Booklet Task – 5%	Term 1 Week 6 or Term 3 Week 6
Task 2 Dance – 20%	4.1.1, 4.1.3, 4.2.1	Practical Dance Assessment	Term 1 Week 9 or Term 3 Week 9
Task 3 Drama – 5%	4.3.1, 4.1.1	Drama Booklet Tasks – 5%	Term 2 Week 3 or Term 4 Week 3
Task 4 Drama - 20%	4.2.1, 4.1.2, 4.1.1	Group Devised Performance - 20%	Term 2 Week 4 or Term 4 Week 4

This is a semesterised course. Students will receive **either** a Semester 1 **or** Semester 2 report.

Music

“It is what we think we know already that often prevents us from learning”

Claude Bernard

The Music course has 3 components;

- Performing
- Listening
- Composing

The course runs for one semester.

The Report communicates your Level of Achievement for the semester’s work.

You will be assessed on the following outcomes for your Report.

Stage 4 Music Syllabus Outcomes	Stage 4 (Years 7) Music Reporting Outcomes
4.1	Demonstrates an understanding of musical concepts through performing music in a range of musical styles
4.5	Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging, notating and composing
4.7 4.8	Demonstrates an understanding of musical concepts through listening, responding, discriminating, analysing, notating and score reading

For the full Year 7- 10 Music Syllabus including detailed descriptions of the outcomes being assessed visit: http://www.boardofstudies.nsw.edu.au/syllabus_sc/music.html

Reporting is based on both summative tasks 75% and formative tasks (classwork) 25%.

Summative tasks listed below:

Task	Outcomes - assessed	Description	Date
Task 1 25%	4.7, 4.8	Listening: Musicology research task.	Term 1 Week 5 or Term 3 Week 5
Task 2 25%	4.1	Performance of two pieces of music of a set repertoire on either Guitar or Piano.	Term 2 Week 2 or Term 4 Week 2
Task 3 25%	4.5	Composition of a 4 bar African Rhythm song for 3 instruments: 1. Voice 2. Drums (Membranophone) 3. Woodblocks (Idiophone)	Term 2 Week 4 or Term 4 Week 4

This is a semesterised course. Students will receive **either** a Semester 1 **or** Semester 2 report.

Visual Arts

“After effort comes success” Anon

The Visual Arts course has 2 components;

- Art making
- Critical/Historical Study.

The Visual Arts course has a breakdown of 70% Making and 30% Critical/Historical Study.

You will be assessed on the following outcomes for your Reports.

Stage 4 Visual Arts Syllabus Outcomes	Stage 4 (Years 7) Visual Arts Reporting Outcomes	
4.1 4.2 4.5	1.	Explores forms, materials and technique as evident in the Visual Arts Diary and/or the completed artwork)
4.2 4.3 4.4 4.6	2.	Makes artworks using the Frames and Conceptual Framework to represent their ideas about the world
4.7 4.8 4.9 4.10	3.	Uses art vocabulary to critically and historically interpret art

For the full Year 7- 10 Visual Arts Syllabus including detailed descriptions of the outcomes being assessed visit: http://www.boardofstudies.nsw.edu.au/syllabus_sc/visual-arts.html

Reporting is based on both summative tasks 70% and formative tasks (classwork) 30%.

The course is broken up into 2 semesters.

Each Report communicates your Level of Achievement for that semester’s work.

Summative tasks listed below:

Task	Outcomes - assessed	Description of Task	Date
Task 1 – 10 %	4.7 4.8 4.9 4.10	Studying Workbook (Thancoupie - frames exercise)	Term 1 Week 9
Task 2 – 25%	4.1 4.2 4.3 4.4 4.5 4.6	Visual Arts Diary: Preliminary designs and Artist Practice Artmaking: Animals – Ceramic Plate	Term 2 Week 3
Task 3 – 10%	4.7 4.8 4.9 4.10	Studying Workbook (Archibald - conceptual framework): Portraits	Term 3 Week 9
Task 4 – 25%	4.1 4.2 4.3 4.4 4.5 4.6	Visual Arts Diary: Preliminary designs and Artist Practice and Portraits Lino prints	Term 4 Week 3

PDHPE

The PDHPE content is divided into four strands:

Strand 1: Self & Relationships

Strand 2: Movement Skill & Performance

Strand 3: Individual & Community Health

Strand 4: Lifelong Physical Activity

A series of units of work are completed throughout the year to develop student knowledge, understanding and skills. Learning is undertaken as practical and theory lessons.

Two semester reports communicate your Level of Achievement.

BOS Personal Development, Health and Physical Education Years 7-10 Syllabus

Stage 4 Syllabus Outcomes	Stage 4 (Year 7) Reporting Outcomes
4.9	Describes the benefits of a healthy lifestyle and being physically active
4.1	Explains physical, social and emotional changes that occur during adolescence
4.1 4.2	Identifies effective ways to manage the variety of changes that occur during puberty
4.4	Demonstrates and refines movement skills in a range of sporting and physical activities
4.10	Demonstrates personal strengths and abilities that contribute to enjoyable and successful participation in physical activity
4.5	Combines features and elements of movement composition to perform a rhythmic sequence
4.2	Describes the qualities of a positive relationship
4.2 4.6	Proposes strategies to promote positive relationships
4.6	Analyses how road use impacts on young people and how best to stay safe
4.7	Identifies the consequences of risk behaviours and describes strategies to minimise harm

The PDHPE course assessment will consist of:

50% Summative assessment tasks

50% Classwork

Summative Tasks	Outcomes - assessed	Description	Date
Task 1	4.4	Movement for Life	Term 1 Week 8
Task 2	4.6 4.7	Keeping Myself Safe – ICT Safety presentation	Term 2 Week 4
Task 3	4.1 4.2	Growing and Changing – Written task	Term 3 Week 5
Task 4	4.4 4.10	Basketball – practical assessment of skills and team play	Term 3 Week 6
Task 5	4.4 4.5	Rhythmic Gymnastics - Practical assessment of skills and development of a routine	Term 4 Week 4

Please note: Class teachers will also collect evidence of student's learning during class time by observing written responses, contribution to class discussion and activities. Assessment is ongoing, summative and formative.

Technology (Mandatory)

The aim of the *Technology (Mandatory) Years 7–8 Syllabus* is to develop students' ability to design, produce and evaluate quality solutions that respond to identified opportunities and needs. It enables students to justify solutions and to responsibly, safely and creatively use and select materials, tools and techniques.

Year 7 Technology (Mandatory) Syllabus Outcomes	
4.1.1	applies design processes that respond to needs and opportunities in each design project
4.1.2	describes factors influencing design in the areas of study of Built Environments, Products, and Information and Communications
4.1.3	identifies the roles of designers and their contribution to the improvement of the quality of life
4.2.1	generates and communicates creative design ideas and solutions
4.2.2	selects, analyses, presents and applies research and experimentation from a variety of sources
4.3.1	applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects
4.3.2	demonstrates responsible and safe use of a range of tools, materials and techniques in each design project
4.4.1	explains the impact of innovation and emerging technologies on society and the environment
4.5.1	applies management processes to successfully complete design projects
4.5.2	produces quality solutions that respond to identified needs and opportunities in each design project
4.6.1	applies appropriate evaluation techniques throughout each design project
4.6.2	identifies and explains ethical, social, environmental and sustainability considerations related to design projects

Unit 1: Term 1 Week 2 – Term 2 Week 2, Unit 2: Term 2 Week 3 to Term 3 Week 4,

Unit 3: Term 3 Week 5 to Term 4 Week 6, Unit 4 Term 4: Week 7 to Week 10.

Task	Outcomes - assessed	Description of Task	Date (weeks correspond to each semester)
Task Food and Agriculture Tech	4.1.3, 4.2.1, 4.6.2	Design research project	T1 W8 or T2 W9 or T3 W1
Task Timber Tech	4.3.2, 4.2.1, 4.5.2	Product development and construction	T1 W10 or T3 W2 or T4 W4
Task Textiles Tech	4.3.1, 4.1.2, 4.6.1	Design process	T1 W6 or T2 W7 or T3 W9

Integrated Curriculum

“Do not confine your children to your own learning for they were born in another time.” *Hebrew Proverb*

The course is a project-based unit which helps to develop students’ 21st century skills, as students undertake various research units throughout the semester. The unit has a focus on enhancing skills of self-regulation, improving literacy and numeracy skills and combines skills and content from a variety of different subjects throughout the school.

Stage 4 Integrated Curriculum Outcomes	Stage 4 (Year 7) Integrated Curriculum Reporting Outcomes
4.1	Demonstrates a variety of communication skills
4.2	Shows self-regulation and problem solving in the creation of the project
4.3	Uses learned knowledge and applies it to real-world situations
4.4	Uses ICT appropriately in their learning
4.5	Demonstrates shared responsibility and decision making with peers for their learning

This is a school based course.

The Report communicates your Level of Achievement for the semester’s work.

Reporting will be based on both formal tasks and informal tasks (classwork/coursework).

Formal tasks =50% Class/coursework = 50%

Formal tasks listed below:

Task	Outcomes - assessed	Description of Task	Date
Task 1	4.2, 4.3, 4.5	Development of Research Project 1	Term 1, Week 4 or Term 3, Week 4
Task 2	4.1, 4.2, 4.3, 4.4, 4.5	Completed Research Project 1	Term 1, Week 8 or Term 3, Week 8
Task 3	4.1, 4.2, 4.5	Progress Report on Research Project 2	Term 2, Week 4 or Term 4, Week 4

This is a semesterised course. Students will receive **either** a Semester 1 **or** Semester 2 report.

STEM

STEM education is the learning of science, technology, engineering and mathematics in an interdisciplinary or integrated approach. Students gain and apply knowledge, deepen their understanding and develop creative and critical thinking skills within an authentic context. It may include inquiry and project-based learning.

Stage 4 STEM Outcomes	Stage 4 (Year 7) STEM Reporting Outcomes
4.1	Uses technology in a range of contexts to carry out functions relating to Science, Technology, Engineering and Mathematics
4.2	Demonstrates self-regulation and problem solving skills in the creation of a STEM project
4.3	Demonstrates and applies scientific, technological and mathematical knowledge to complete tasks, challenges and projects

This is a school based course.

The Report communicates your Level of Achievement for the semester's work.

Task	Outcomes - assessed	Description of Task	Date
Task 1	4.1,4.2,4.3	Value for Money Flight	Term 1 or 3 Week 10
Task 2	4.1,4.2,4.3	Bridge Building	Term 2 or 4 week 5

This is a semesterised course. Students will receive **either** a Semester 1 **or** Semester 2 report.

Assessment Planner 2018		
	Term 1	Term 2
WEEK 1		
WEEK 2		
WEEK 3		
WEEK 4		
WEEK 5		
WEEK 6		
WEEK 7		
WEEK 8		
WEEK 9		
WEEK 10		
WEEK 11		

Assessment Planner 2018		
	Term 3	Term 4
WEEK 1		
WEEK 2		
WEEK 3		
WEEK 4		
WEEK 5		
WEEK 6		
WEEK 7		
WEEK 8		
WEEK 9		
WEEK 10		