

YEAR 7

ASSESSMENT BOOKLET

Important information for students in **2019**



Cronulla High School

■ Raising expectations

■ Communicating with parents

■ Recognising achievement

TABLE OF CONTENTS

ASSESSMENT PROCEDURES IN YEAR 7.....	2
WHAT IS PLAGIARISM?.....	5
WHAT IS MALPRACTICE?.....	7
ILLNESS OR MISADVENTURE CLAIM PROCEDURES	8
ILLNESS OR MISADVENTURE CLAIM FORM.....	9
BIBLIOGRAPHY.....	10
ENGLISH 2019	11
ENGLISH EXTENSION 2019.....	12
MATHEMATICS 2019	13
MATHEMATICS EXTENSION 2019	14
SCIENCE 2019.....	15
SCIENCE EXTENSION 2019	16
GEOGRAPHY 2019	17
GEOGRAPHY EXTENSION 2019.....	18
HISTORY 2019	19
HISTORY EXTENSION 2019.....	20
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION 2019.....	21
COMPUTING STUDIES 2019	22
MUSIC 2019.....	23
TECHNOLOGY (MANDATORY) - HOME ECONOMICS 2019.....	24
TECHNOLOGY (MANDATORY) - INDUSTRIAL ARTS 2019.....	25
VISUAL ARTS 2019.....	26

ASSESSMENT PROCEDURES IN YEAR 7

WHAT IS ASSESSMENT?

Assessment is the process of identifying, gathering and interpreting information about students learning. The central purpose of assessment is to provide information on student achievement as well as to set the direction for ongoing learning programs. Formal assessment tasks are used across all subjects so as to provide a basis for comparing evidence of a student's achievements both against other students and predetermined levels of achievement.

WHEN WILL I BE ASSESSED?

- Assessment can commence from the beginning of the school year.
- You will be given a program of dates to be followed, which will outline the **approximate dates** when assessment tasks are due.
- At least 10 days' notice will be given of the **specific date** that an assessable task is to be either submitted for marking or will take place. Circumstances may arise that will lead to a change in the due date for an assessment task. In this case, teachers would give students appropriate notice of any change in date.
- **Assessment Week** – During predetermined Assessment Weeks for each year, you will sit a number of exams or assessment tasks. Assessment Week dates are published in the school e-diary and school calendar every year.

TO WHOM AND WHEN DO I SUBMIT MY ASSESSMENT TASK?

Your class teacher, at a time designated by the class teacher on or before the **day the task is due**. If your teacher is away that day, you must submit it to the Head Teacher of that subject. You must **only** hand in the tasks/assignments to your **Class teacher or Head Teacher** of the relevant faculty. If for any reason both are absent on the day then the task is to be submitted to a Deputy Principal.

WHAT HAPPENS IF I AM ABSENT WHEN THE ASSESSMENT TASK IS SET?

It is **your responsibility** to find out if a task has been set during your absence. **No variation to the due date will apply** to students who were away on the date the assignment was set. Students are urged to check e-diary daily, see their teachers immediately upon their return to be advised of missed work and to implement a buddy system so as to be informed of tasks issued in absentia.

WHAT IF I DO NOT COMPLETE ASSESSMENT TASKS?

The school expects that all students will **complete all assessment tasks** and that they will **complete them on time**. Where this does not happen the student should advise the subject teacher and Head Teacher as a matter of urgency.

In Year 7, if an assessment task is not submitted for marking by the due date and stated time, a **sliding penalty scale** will be applied to the assessment mark awarded.

A penalty of 20% of the maximum marks available for that task will be applied for each school day, after the due date, that the assessment task is submitted for marking. For example, if an assessment task is submitted one school day late, a penalty of 20% will be applied. If the task is submitted three school days late, a penalty of 60% will be applied. If a task is submitted five or more school days late, no credit for that task will be given towards a student's overall assessment.

Where a student is absent for an in class assessment task, they will receive zero for the task until they have completed satisfactorily the necessary illness and misadventure claim procedures. Please note it is not automatic that the student will receive any concession for their absence.

WHAT HAPPENS IF I AM ABSENT WHEN AN ASSESSMENT TASK IS ON OR DUE?

The school must be contacted on the day of the task (Ph: 9523 4017) to inform the subject teacher of the student's absence. Any student who is absent without an acceptable reason **will be** given zero for that task. If the absence was unavoidable and the student believes that they should still receive credit for the assessment task then they should submit an **Illness or Misadventure Claim form, with supporting evidence that makes clear the illness or the misadventure that prevented the student attending.** A general note from home is unlikely to be considered sufficient. For an illness a medical certificate is required. For misadventure, evidence of the misadventure that prevented attendance is required.

The Illness or Misadventure claim form must be submitted to the Head Teacher within 3 school days of the date the task falls due or within 3 school days from when the student first returns to school. In the event the Head Teacher is absent, the form must be submitted to the front office for placement in the Head Teacher's pigeon hole.

In the case of a prolonged unavoidable absence, where an illness or misadventure claim is upheld, a substitute task may need to be set to ensure fairness to all concerned.

Other circumstances that need to be noted include:

- Where a student has **prior knowledge of an absence** (e.g. due to a family holiday, scheduled medical reasons) **the student must submit a written application (Illness or Misadventure Claim form) before the absence**, to the Head Teacher of the relevant subject. It is not automatic that any concession will be given. Each application will be judged entirely on its own merit. A substitute assessment task may be arranged.
- It is expected that students will attend all timetabled lessons, including study periods, on the day of an assessment task whether it be an in class task or a hand in task. Where a student is absent **during periods prior to the task** and on the same day as the task, a 20% penalty of the maximum task marks available will be applied to marks received.
- Any student arriving to school late on the day of the task will be considered to be seeking to gain an unfair advantage and in the absence of substantiated and justified reasons, a 20% penalty of the maximum task marks available will be imposed.

- A student who truants from a class while at school on the day an assessment task is being undertaken or submitted will be considered in the same manner and a 20% penalty of the maximum task marks available will be imposed.
- Any student found to be preparing for an assessment task in another class while at school on the day an assessment task is being undertaken or submitted will be considered to be seeking an unfair advantage and a 20% penalty of the maximum task marks available will be imposed.
- If a student is absent from school on the due date of an assessment task because of a legitimate school activity (e.g. a sporting carnival, an excursion) the student must first notify the relevant Head Teacher and in the case of a hand in task negotiate an appropriate time for submission of the task **before the student attends the event**. In the case of an **in class task**, arrangements for the completion of the task must be made with the relevant Head Teacher **before** attending the event.

If circumstances exist where the student feels they have been unfairly disadvantaged in some way by this rule they may appeal to the Principal in writing.

Students can expect to sit for any missed 'in class' assessment task on their first timetabled lesson back, or at a time negotiated between the class teacher and the student.

Where a student has **failed to complete a formal assessment task, made a non-serious attempt at an assessment task and/or incurred any loss of marks due to late submitting of the task**, a Parent Advice letter will be sent home by the class teacher.

GRADES FOR SCHOOL REPORTS

The table below indicates the final assessment mark required for the allocation of grades for the school reports.

Final Grade
A – 100 to 85
B – 84 to 70
C – 69 to 50
D – 49 to 30
E - 29 to 0

WHAT IS PLAGIARISM?

Plagiarism is a form of theft. Plagiarism is the taking or imitation of another person's ideas and manner of expressing them and presenting them as one's own. That is, plagiarism is copying other people's work or taking another's ideas and using them without appropriate acknowledgement.

What is **NOT** acceptable

- Copying parts (phrases, sentences, paragraphs etc) out of books, short stories, newspapers, encyclopedias, internet sites, and other students' work.
- Using other people's ideas without correct acknowledgement (see below).
- Quoting without providing acknowledgement (see below).
- Submitting work that has been written by someone else, such as a tutor, parent or friend, or which has had more than reasonable input from someone else.

What **IS** acceptable

- Using published texts – short stories, essays, poems, and media items etc – as **MODELS** for your own writing. A model shows you the structure and type of language that is appropriate for a particular form of writing. You make use of the model to show you **HOW** something is done; the content and expression must be your own.
- Borrowing ideas for creative writing – you must acknowledge your source which has inspired you. This is often what writers do at the beginning of novels to show where their inspiration came from.
- Editing assistance – all good writers have good editors who suggest ways of making their writing better. This advice can be about ideas, expression, structure etc. However, an editor does **NOT** make these changes – the writer does if he or she agrees with them. You are welcome to use parents, friends, teachers as editors to **ADVISE** you but they must **NOT** do the work for you.

How do I avoid it?

The full proof way to avoid plagiarism is to include **ALL** sources of information in a reference list (bibliography) at the end of your assignment. In-text citations are not necessary for Years 7-10.

Always cite the following; Internet, Magazines and Newspapers, Books, Music, TV programs and films, Interviews, Maps, Summaries, other student's work and other people's ideas.

Requirements and guidelines are set out below and are also available on Cronulla High School Library Moodle page under "Referencing and Bibliographies".

Prevent Plagiarism – create a bibliography

Guidelines

A general guide for the number of resources is **1 per 100 words** of the assignment. Resources must be from a variety of sources.

Junior (Years 7-10) Bibliographies need to be **listed alphabetically**. They may contain subheadings for each source, for example, "Book", "Website", "Media" etc. Each citation must be in correct **APA format** (see samples on Library Moodle page)

Referencing tools available within the school

Library Moodle → Referencing and Bibliographies

- Student samples – both Junior and Senior
- Full Referencing Guide for all text types
- Cite This For Me – Online Bibliography building tool

School website → Learning → Library

Cite This For Me –

Cite This For Me is an intuitive bibliography building tool, creating citations for referencing lists online that can be easily transferred to a student's referencing list. **APA** formatting must be selected. For books, an efficient method is by entering the ISBN number found on the library enquiry tool or book into the search bar. Take note of the manual entry mode for more obscure texts. A link for this can be found on Library Moodle under "Referencing and Bibliographies". For websites, the URL will be entered to generate the citation.

Infobase Research database –

For all research items sourced through Infobase, our subscription database, an **APA citation tab** is available under the article's title. When copying and pasting these citations from Infobase, the title of the resource needs to be manually italicised after pasting.

Referencing formats

At Cronulla High School, we use **APA** (American Psychology Association) referencing format. This format is most common in the first choice universities. It is important to select the **APA** option in Infobase and *Cite This For Me* to elicit the correct citation.

Some other referencing formats include Harvard, MLA and Chicago Manual of Style. Infobase, particularly, does not always offer an APA option. In these cases the source must be entered into *Cite This For Me*, available through the Library Moodle page. Some examples of APA formatted citations are below;

Book

- Lumby, J. (2001). *Who cares? The changing health care system*. Sydney, Australia: Allen & Unwin.

Book chapter

- McKenzie, H., Boughton, M., Hayes, L., & Forsyth, S. (2008). Explaining the complexities and value of nursing practice and knowledge. In I. Morley & M. Crouch (Eds.), *Knowledge as value: Illumination through critical prisms* (pp. 209-224). Amsterdam, Netherlands: Rodopi.

Journal article

- Boughton, M., & Halliday, L. (2008). A challenge to the menopause stereotype: Young Australian women's reflections of 'being diagnosed' as menopausal. *Health & Social Care in the Community*, 16(6), 565-572. <http://dx.doi.org/10.1111/j.1365-2524.2008.00777>

More examples of citation entries are available through Library Moodle under "Referencing and Bibliographies". A bibliography sample is included in this booklet.

How do I acknowledge quotations in my work?

Quotations must have “quotation marks” around them followed by a basic in-text citation (i.e the name of the resource in brackets) stating where the quotation came from. This in-text citation will be developed further in senior years. At this stage, they are only needed to cite direct quotations.

For example,

Plagiarism, as Bryman notes, is ‘a notoriously slippery notion.’ (p.115)

Plagiarism is ‘a notoriously slippery notion’ (Bryman p. 115).

More examples and a complete guide to in-text citations may be found on the Library Moodle page under “Referencing and Bibliographies”

What happens if I Plagiarise in an Assessment Task?

Penalties for plagiarism will depend on the amount of plagiarised material contained within the task. For example, if an entire essay has been plagiarised then zero will be awarded for that task. However, if only a certain section of the task has been plagiarised then only that part of the task will get zero. You will be only marked on the work that is your own and not taken from someone else. For example, if it is proven that you have plagiarised 50% of a task then you will only be marked on the 50% that you did yourself.

WHAT IS MALPRACTICE?

Any failure to comply with the rules as set out in this policy will be judged to be malpractice.

If you are found to have engaged in malpractice you will be awarded a zero.

Examples of malpractice include:

- Copying someone else’s work in part or in whole, and presenting it as your own
- Using material directly from books, journals, CDs or the internet without reference to the source. Refer to the appendix for more information.
- Building on the ideas of another person without reference to the source
- Buying, stealing or borrowing another person’s work and presenting it as your own
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non-approved aides during an assessment task
- Contriving false explanations to explain work not submitted by the due date
- Assisting another student to engage in malpractice eg notifying them of details of common tasks

ILLNESS OR MISADVENTURE CLAIM PROCEDURES

ILLNESS OR MISADVENTURE CLAIM PROCEDURES

Collect and complete an “Illness or Misadventure Claim” form from the front office and submit it to the **Head Teacher** of the subject concerned.

Forms are also available online on the school’s website.

For an in class task students may be required to sit for the task on their first day back at school, or at a time that has been previously arranged with the class teacher.

Any claim due to:

1. **Illness should be supported by a medical certificate (failure to provide a doctor’s certificate may result in rejection of the claim) and submitted within 3 school days of when the student first returns to school.** The school should be contacted on or prior to the date of the task so the relevant Head Teacher can be informed. The medical certificate should specifically relate to the task and how the students’ performance has or will be affected.

2. **Misadventure must be supported by appropriate and detailed documentation in support of the claim.**

N-determination letters will be sent out if the above illness and misadventure claim procedures have not been followed.

- Any claim against a zero mark or procedural arrangements associated with an assessment task must be completed within **three school days** of the return of the task.
- Appeals must be submitted to the Head Teacher of the KLA concerned. The Principal, or nominee, will co-ordinate a committee to consider all aspects of the appeal.
- If an appeal is upheld, the committee may determine that an alternate task be sat or may authorise the use of an estimate based on other appropriate evidence.

Any dissatisfaction with the process should be referred to the Principal.

In **exceptional circumstances** where the completion of a substitute task is not reasonably possible, the Principal in consultation with the teacher and relevant Head Teacher may authorise the use of an estimate mark. The estimate mark will be **based on other appropriate evidence**.

The Head Teacher must notify the student and class teacher of the outcome when an illness and misadventure form is presented for due consideration.

TECHNOLOGICAL FAILURE

Computer/printer/storage device failure is not an excuse for inability to complete tasks by the due date. It is the student’s responsibility to back-up and keep a hard copy of any work in progress. This can be called upon for marking.

Good Advice to all students – implement a buddy system

It is important that you “buddy-up” with one or more students so that any time you are absent from school, your “Buddy” collects any hand-outs or assignments for you. Whilst many teachers will do so out of good will, it is not the teacher’s responsibility to contact you after your absence. It is your responsibility to pursue any missed work, hand-outs or assignments.

ILLNESS OR MISADVENTURE CLAIM FORM

CRONULLA HIGH SCHOOL ILLNESS OR MISADVENTURE CLAIM FORM



Student's Name:..... Year: Roll Class:

Parent's name:..... Daytime parent contact number:

Exam or Assessment task affected:.....

..... Due date of task:...../...../.....

Subject:..... Class Teacher's name:

Type of claim Illness Misadventure

Describe your reasons for submitting this claim:
(Any supporting evidence, such as a doctor's certificate or a letter from a parent, should be attached. This substantiates that you were prevented from satisfying assessment requirements due to an illness or unforeseeable misadventure)

.....
.....
.....
.....
.....
.....

State what outcome you hope to achieve by submitting this claim:

.....
.....
.....

Parent or Guardian's Signature:..... Date:/...../.....

INSTRUCTIONS:

- This claim form, along with any supporting evidence, such as a doctor's certificate, should be submitted to the Head Teacher of the subject area concerned.
- This claim form should be submitted **within three school days** after the examination or assessment task in question has occurred. (It is to be submitted before the task is due in the case of a known absence)
- Failure to comply with these instructions may result in a zero assessment being recorded.

Office use only

Day & Date claim received by Head Teacher: Mo Tu We Th Fr/...../.....

Head Teacher's name:..... Signature:

Forms are available from school reception or school website.

BIBLIOGRAPHY

Years 7-10 Bibliography Sample

Website/Online

Bose-Einstein statistics. (2009). In *Encyclopedia of Physical Science*. New York: Facts On File. Retrieved February 25, 2016, from <http://online.infobase.com>

Einstein equation. (2002). In *Dictionary of Atomic and Nuclear Physics*. New York: Facts On File. Retrieved February 25, 2016, from <http://online.infobase.com>

Einstein: Theory of Relativity. (2008). In *Complete Dictionary of Scientific Biography* (Vol. 4, pp. 319-333). Detroit: Charles Scribner's Sons. Retrieved from <http://go.galegroup.com>

Energy. (2017). In *Encyclopædia Britannica*. Retrieved from <http://library.eb.com.au>

Print or Ebook

D'Amassa, Don. *Encyclopedia of Science Fiction, Second Edition*. Literary Movements. New York: Facts On File, 2013. February 25, 2016.

<http://ebooks.infobaselearning.com/View.aspx?ISBN=9781438140629&InstID>

Glenn, J. (1996). *Scientific genius: The twenty greatest minds*. Rowayton, CT: Saraband.

Reid, S. (2000). *Albert Einstein*. Oxford: Heinemann Library.

Multimedia

Corbet. (n.d.). Albert Einstein: A voice for the oppressed [Albert Einstein]. Retrieved May 21, 2016, from <https://www.theguardian.com/books/2015/jun/12/five-reasons-we-should-celebrate-albert-einstein>

Note: Ensure hyperlink is removed from URLs and the tail of the URL (highlighted here in italicised, red font, following .com) are removed.

Outcomes	Task	Due	Description	Weight %
4.1A, 4.3B, 4.4B, 4.5C, 4.6C	1	Term 1 Week 9	Values and Perspectives in Texts	20
		Term 2 Week 4	NAPLAN National Assessment Program	N/A
4.1A, 4.3B, 4.4B	2	Assessment Week Term 2 Week 5	Introduction to Film Viewing, Listening and Writing Task	20
4.1A to 4.9E	Class based assessment	Ongoing Terms 1 & 2	Literacy and Class assessment	10
Half Yearly Assessment			Sub-Total	50
(Half Yearly Assessment/ expressed as percentage for reporting purposes)				
4.1A, 4.2A, 4.3B, 4.4B	3	Term 3 Week 7	Poetry Anthology & Recital Compile 5 poems in an anthology and recite one poem to class	20
4.1A, 4.2A, 4.4B, 4.5C, 4.7D	Reading	Assessment Week Term 4 Week 2	Feature Article on a Documentary	20
4.1A to 4.9E	Class based assessment	Ongoing Terms 3 & 4	Literacy and class assessment	10
Yearly Assessment			Totals	100

**NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN)
(May, 2019)**

	Tuesday 14 May 2019	Wednesday 15 May 2019	Thursday 16 May 2019
Year 7	Language conventions 45 minutes Writing 40 minutes	Reading 65 minutes	Numeracy 60 minutes

ENGLISH EXTENSION 2019

Outcomes	Task	Due	Description	Weight %
4.3B, 4.5C, 5.1A, 5.4B, 5.7D	1	Term 1 Week 9	Values and Perspectives in Texts	20
		Term 2 Week 4	NAPLAN National Assessment Program	N/A
4.3B, 5.1A, 5.4B	2	Assessment Week Term 2 Week 5	Introduction to Film Viewing, Listening and Writing Task	20
4.1A to 4.9E	Class based assessment	Ongoing Terms 1 & 2	Literacy and Class assessment	10
Half Yearly Assessment			Sub-Total	50
(Half Yearly Assessment/ expressed as percentage for reporting purposes)				
4.3B, 5.1A, 5.2A,	3	Term 3 Week 7	Poetry Anthology & Recital Compile 5 poems in an anthology and recite one poem to class	20
4.2A, 4.5C, 4.7D, 5.1A, 5.4B	Reading	Assessment Week Term 4 Week 2	Feature Article on a Documentary	20
4.1A to 4.9E	Class based assessment	Ongoing Terms 3 & 4	Literacy and class assessment	10
Yearly Assessment			Totals	100

Note: The Year 7 (Stage 4) Learning Outcomes for Extension English include nominated Stage 5 Learning Outcomes (5.1A, 5.2A, 5.4B, 5.7D) for designated Assessment tasks.

MATHEMATICS 2019

Outcomes	Task	Due	Description	Weight %
MA4-4NA, MA4-2WM, MA4-3WM, MA4-17MG, MA4-18MG, MA4-1WM, 2WM, 3WM	1	Term 1 Week 8	Class Exam	15
MA4-5NA, MA4-1WM, MA4-2WM, MA4-3WM, MA4-15MG	2	Term 2 Assessment Week	Half Yearly Exam	25
Carried Forward			Half Yearly Assessment	40
Half Yearly assessment mark out of 40, will be converted to a percentage for reporting purposes				
MA4-9NA, MA4-1WM, MA4-2WM, MA4-3WM, MA4-8NA, MA4-12MG, MA4-16MG	3	Term 3 Week 6	Class Exam	25
MA4-5NA, 6NA MA4-1WM, MA4-2WM, MA4-3WM, MA4-2ISP, MA4-11NA, MA4-19SP and a Selection from Terms 1 - 3	4	Term 4 Assessment Week	Yearly Exam	35
Yearly Assessment				100

The yearly exam will consist mainly of work covered in the second semester. The total for both the half yearly and yearly assessment mark will be used to determine overall achievement in Year 7. This mark along with teacher recommendations will determine class placements for Year 8. Please note the weeks for the half yearly and yearly exams are set as per the school calendar.

MATHEMATICS EXTENSION 2019

Outcomes	Task	Due	Description	Weight %
MA4-4NA, MA4-2WM, MA4-3WM, MA4-17MG, MA4-18MG, MA4-1WM, 2WM, 3WM	1	Term 1 Week 8	Class Exam	15
MA4-5NA, MA4-1WM, MA4-2WM, MA4-3WM, MA4-15MG	2	Term 2 Assessment Week	Half Yearly Exam	25
	E1	Extension Challenge		Grade A-E
Carried Forward			Half Yearly Assessment	40
Half Yearly assessment mark out of 40, will be converted to a percentage for reporting purposes				
MA4-9NA, MA4-1WM, MA4-2WM, MA4-3WM, MA4-8NA, MA4-12MG, MA4-16MG	3	Term 3 Week 6	Class Exam	25
MA4-5NA, 6NA MA4-1WM, MA4-2wWM, MA4-3WM, MA4-2ISP, MA4-11NA, MA4-19SP and a Selection from Terms 1 - 3	4	Term 4 Assessment Week	Yearly Exam	35
	E2	Extension Challenge		Grade A-E
Yearly Assessment				100

The yearly exam will consist mainly of work covered in the second semester. The total for both the half yearly and yearly assessment mark will be used to determine overall achievement in Year 7. This mark along with teacher recommendations will determine class placements for Year 8. Please note the weeks for the half yearly and yearly exams are set as per the school calendar.

SCIENCE 2019

Assessment in Science covers a range of tasks designed to determine student achievement in outcomes based on knowledge and understanding, problem solving and critical thinking as well as scientific skills and communication.

Outcomes	Task	Due	Description	Weight %
WS4 WS5.1, 5.2, 5.3, WS6, CW3	1	Term 1 Week 8-9	Practical Examination	20
WS7.1, 7.2 LW1	2	Term 2 Week 4	Skills Examination	20
Half Yearly Assessment (Half Yearly expressed as a percentage for reporting purposes)				40
WS8 LW2	3	Term 2 Week 10	Model Building	15
WS9 PW1 LW3	4	Term 3 Week 6	STEM Task	20
WS7.1, 7.2 WS8, WS9 ES2, PW1, LW2, LW3	5	Term 4 Week 3-4	Yearly Examination	25
Yearly Assessment				Totals 100

SCIENCE EXTENSION 2019

Assessment in Science covers a range of tasks designed to determine student achievement in outcomes based on knowledge and understanding, problem solving and critical thinking as well as scientific skills and communication.

Outcomes	Task	Due	Description	Weight %
WS4 WS5.1, 5.2, 5.3 WS6, CW3	1	Term 1 Week 8-9	Practical Examination	20
WS7.1, 7.2 LW1	2	Term 2 Week 4	Skills Examination	20
Extension Activities				Grade A - E
Half Yearly Assessment (Half Yearly expressed as a percentage for reporting purposes)				40
WS8 LW2	3	Term 2 Week 10	Model Building	15
WS9 PW1 LW3	4	Term 3 Week 6	STEM Task	20
WS7.1, 7.2 WS8, WS9 ES2, PW1, LW2, LW3	5	Term 4 Week 3-4	Yearly Examination	25
Extension Activities				Grade A - E
Yearly Assessment Totals				100

GEOGRAPHY 2019

Outcomes	Task	Due	Description	Weight %
GE4.1, 4.2, 4.4, 4.5, 4.7, 4.8	1	Term 3 Week 8	Task 1 Class Based Assessments	35
GE4.2, 4.3, 4.4, 4.5, 4.7, 4.8	2	Term 4 Assessment Period	Task 2 Exam	35
Semester Assessment			Sub-Total	70
	3	Ongoing	Literacy Task 1	10
	4	Ongoing	Numeracy Task 2	10
	5	Ongoing	Book Work	10
Semester Class Assessment			Totals	100

GEOGRAPHY EXTENSION 2019

Outcomes	Task	Due	Description	Weight %
GE4.1, 4.2, 4.4, 4.5, 4.7, 4.8	1	Term 3 Week 8	Task 1 Class Based Assessment	35
GE4.2, 4.3, 4.4, 4.5, 4.7, 4.8	2	Term 4 Assessment Period	Task 2 Exam	35
Extension Assessment			Sub-Total	70
	3	Term 3	Extension Project/Challenge	Grade A-E
	4	Ongoing	Literacy Task 1	10
	5	Ongoing	Numeracy Task 2	10
	6	Ongoing	Bookwork	10
Semester Class Assessment				30
Totals				100

The extension activity set for Year 7 will run over the course of Term 3 and will allow students to demonstrate and develop their historical knowledge and skills. Students will be allocated some class time; however students are expected to undertake the majority of the task challenge at home.

HISTORY 2019

Outcomes	Task	Due	Description	Weight %
4.1 ,4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	1	Term 1 Week 9	Task 1 Class Based Assessment	35
4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	2	Term 2 Assessment Week	Task 2 Exam	35
Semester Assessment			Sub-Total	70
	3	Ongoing	Literacy Task 1	10
	4	Ongoing	Numeracy Task 2	10
	5	Ongoing	Bookwork	10
Semester Class Assessment				30
				Totals
				100

HISTORY EXTENSION 2019

Outcomes	Task	Due	Description	Weight %
HT4.1, HT4.2, HT4.3, HT4.4, HT4.5, HT4.6, HT4.7	1	Term 1 Week 6	Task 1 Class Based Assessment	35
HT4.3, HT4.4, HT4.5, HT4.6, HT4.7, HT4.8, HT4.9	2	Term 2 Assessment Week	Task 2 Exam	35
Extension Assessment			Sub-Total	70
HT4.6, HT4.7, HT4.8, HT4.9, HT4.10	3	Term 1	Extension Project/ Challenge	30
	4	Ongoing	Literacy Task 1	10
	5	Ongoing	Numeracy 2	10
	6	Ongoing	Bookwork	10
Semester Class Assessment			Totals	30 100

The extension activity set for Year 7 will run over the course of Term 1 and will allow students to demonstrate and develop their historical knowledge and skills. Students will be allocated some class time; however students are expected to undertake the majority of the task challenge at home.

**PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION
2019**

Outcomes	Task	Due	Description	Weight %	
PD4-I PD4-I0	We are all in this together	Term 1 Set Week 4 Term 1 Due Week 9	Students examine and explore strategies to cope with challenges.	25	
PD4-4 PD4-II	Solving tactical problems	Term 1 Set Week 8 Term 2 Due Week 4	Perform tactical strategies in a variety of situations.	25	
Half Yearly Assessment			Sub-Total	50	
(Half Yearly Assessment/ expressed as percentage for reporting purposes)					
PD4-4 PD4-II	Fundamental skills	Term 3 Set Week 1 Term 3 Due Week 8	Perform and evaluate a skill.	25	
TBA	Yearly Examination	Term 4 Assessment Week	A written examination focusing on units studied throughout the year.	25	
Yearly Assessment				Totals	100

Outcomes	Task	Due	Description	Weight %
TE4-IDP	1	Term 1 Week 9	Internet & Website Task	25
TE4-4DP	2	Term 2 Week 5	App Design	25
Half Yearly Assessment			Sub-Total	50
(Half Yearly Assessment/ expressed as percentage for reporting purposes)				
TE4-I0TS	3	Term 3 Week 4	Microsoft & Adobe Applications	20
YE4-7DI	4	Term 4 Week 2	Basic Programming	20
	5	Term 4 Week 3	Keyboarding Skills	10
Yearly Assessment			Totals	100

COMPONENT/DOMAIN		Weight %
C1	Performance	25
C2	Composition	25
C3	Aural	25
C4	Musicology	25
Total		100

Outcomes	Task	Due	Description	C1	C2	C3	C4	Weight %	
4.7, 4.10, 4.11	1	Term 1 Assessment Week	Musicology Assessment Individual ICT Research Task representing Topic 1				25	25	
4.4, 4.5, 4.6, 4.9	2	Term 2 Assessment Week	Composition /Performance Assessment representing Topic 2		25			25	
4.12	Ongoing		Class Tasks	5				5	
Half Yearly Assessment (Half Yearly Assessment /50 expressed as percentage for reporting purposes)								Sub-Total	50
4.7, 4.8	3	Term 3 Assessment Week	Aural Assessment			20		20	
4.1, 4.2, 4.3	4	Term 4 Assessment Week	Performance Assessment representing Topics 3 and 4	20				20	
4.12	Ongoing		Class Tasks			5		5	
Yearly Assessment Totals				25	25	25	25	100	

TECHNOLOGY (MANDATORY) - HOME ECONOMICS 2019

Timing	Area of Study	Project Name	Weight
Semester 1 or Semester 2	Materials Technologies Textile Focus	Operation Agent X	50
	Agriculture and Food Technologies	Food Design	50
Total			100

Technology Textiles Outcomes				
Outcomes	Task	Due	Description	Weight %
TE4-IDP	1	Year 7 Assessment period (as per calendar)	Research and Design Folio (Student Workbook)	15
TE4-3DP TEP-2DP	2	Year 7 Assessment period (as per calendar)	Practical Project (Bag Construction)	10
TEP-2DP TE4-3DP	3	Year 7 Assessment period (as per calendar)	ICT Circuit Production (Engineered Product) Electrical Circuit (Copper tape Coding)	5
Half Yearly Assessment			Sub-Total	50
(Half Yearly Assessment/ expressed as percentage for reporting purposes)				
Technology Food Outcomes				
Outcomes	Task	Due	Description	Weight %
TE4-IDP TEP-2DP TE4-3DP	1	Year 7 Assessment period (as per calendar)	Research and Design Folio Student Workbook and Food Product	35
TE4-5AG	2	Year 7 Assessment period (as per calendar)	Individual Practical Task (dish made using plant)	10
TE4-I0TS	3	Year 7 Assessment period (as per calendar)	ICT Plant Tag	5
Yearly Assessment Total				100

TECHNOLOGY (MANDATORY) - INDUSTRIAL ARTS 2019

Technology Mandatory is based upon 4 context areas: Agriculture and Food, Digital Technologies, Materials Technologies and Engineered Systems.

Two content areas will be addressed each year in IA, however the practical project may be changed to allow for rooming and materials availability.

A practical project will be completed each semester. Each content area has equal weighting.

Timing	Area of Study	Project Name	Weight
Semester 1	Materials Technologies	BBQ Tool	50
Semester 2	Materials Technologies	Storage Box	50
Total			100

Outcomes	Task	Due	Description	Weight %
TE4-1DP, TE4-2DP TE4-3DP, TE4-9MA	1	Assessment week	Practical Project	30
TE4-1DP, TE4-2DP TE4-3DP, TE4-9MA	2	Assessment week	Journal / Folio	10
TE4-10S	3	Term 1 Week 6	Assignment	10
Half Yearly Assessment			Sub-Total	50
(Half Yearly Assessment/ expressed as percentage for reporting purposes)				
TE4-1DP, TE4-2DP TE4-3DP, TE4-9MA	1	Assessment week	Practical Project	30
TE4-1DP, TE4-2DP TE4-3DP, TE4-9MA	2	Assessment week	Journal / Folio	10
TE4-10S	3	Term 3 Week 8	Assignment	10
Yearly Assessment			Totals	100

VISUAL ARTS 2019

Core Units		Weight
C1	Artmaking (AM)	70
C2	Art Criticism and Art History (AC/AH)	30
Total		100

Outcomes	Task	Due	Description	Weight %
4.1, 4.2, 4.3, 4.4, 4.5, 4.6	1	Term 1 Week 10	Art Criticism & History Assignment (AC/AH)	15
4.7, 4.9, 4.10	2	Term 2 Week 2	Visual Arts Process Diary (AM)	35
Half Yearly Assessment			Sub-Total	50
(Half Yearly Assessment/ expressed as percentage for reporting purposes)				
4.7, 4.8, 4.9, 4.10	3	Term 3 Week 7	Art Criticism & History Case Studies (AC/AH)	15
4.1, 4.2, 4.3, 4.4, 4.5, 4.6	4	Term 4 Week 1	Body of Work: 2D and 3D or 4D (AM)	35
Yearly Assessment			Totals	100