



YEAR 7

ASSESSMENT HANDBOOK 2025



Live, Learn, Walk with Courage, Compassion and Stewardship

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1 Formal assessment program introduction

This handbook has been developed to provide students and parents / carers with information regarding assessment for Year 7 courses.

1.1 Course completion criteria

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- (a) studied the course developed or endorsed by the NSW Education Standards Authority (NESA); and
- (b) applied themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school (this is explained in more detail below); and
- (c) achieved some or all of the course outcomes.

1.1.1 Successfully completing a course

Throughout the year staff at St Paul's will provide students with learning opportunities to allow them to successfully complete the requirements of each course. If a student experiences challenges in meeting these requirements, they will be given support and assistance to allow these challenges to be overcome.

1.1.2 Completing assessment tasks

In every course it is expected that students will complete every learning activity, including assessment tasks, to the best of their ability and by the specified date and time. If a student fails to complete an assessment task specified in the assessment program without a valid and accepted reason, the parents / carers will be sent an academic concern notification and assistance will be provided in supporting the student to complete the task. This will allow them to demonstrate achievement of the outcomes assessed.

1.2 What are the attendance requirements?

For the satisfactory completion of a course, a student's attendance at school is compulsory.

There are four main areas that need to be clarified with regard to absenteeism.

- (a) All absences must be supported by the parent or caregiver providing letter, email, phone call or notification via the Compass parent portal.
- (b) Where absence coincides with either:
 - (i) the due date of an assessment task, or
 - (ii) the date an assessment task is to be held; an AIM form must be submitted to substantiate the absence.
- (c) Where a student's pattern of attendance interferes with their engagement with a substantial number of course outcomes, the student's parents / carers will be contacted to assist them develop acceptable attendance patterns that ensure outcomes are satisfactorily met.
- (d) **Approved Leave:** This **may** be granted by the Principal. An *Exemption from Attendance Form* must be completed prior to the absence. However, this does NOT exempt a student from completing assessment tasks. An AIM form must be submitted if an assessment task is scheduled or due during the approved leave. This must take place before the leave is taken.

2 What do I need to know about assessment tasks?

2.1 What is assessment?

Assessment tasks may take many forms, for example: written examinations, research assignments, projects, presentations, practical or field work reports. Whatever the form, the primary function of an assessment task is to improve learning by providing feedback to students and their teachers about what has been learnt.

Measuring achievement at various points throughout the course provides a better indication of ongoing student achievement.

2.1.1 How am I notified about assessment tasks?

Details of specific assessment tasks for each course have been provided later in this handbook. The approximate date of each task is also provided. It is the student's responsibility to keep informed about the timing of assessment tasks. It is the teacher's duty to provide the students with **an official notification** of the:

- (a) outcomes formally assessed in the task,
- (b) areas for assessment addressed in the task,
- (c) task due date and time (e.g., Period 3, Wednesday, 15 May 2025 – Week 3 Term 2), and
- (d) specific requirements

for each assessment task. This information must be given a minimum of two weeks' notice prior to the task due date. Any changes to the assessment schedule will be notified to students in writing.

2.2 What do I do if I need to apply for an extension?

Extensions (extra time to complete an assessment task) may be granted to a student in some cases of illness and/or misadventure. A student must speak to the relevant KLA Leader of Learning and submit an application at least ONE week before the scheduled date of the task.

2.2.1 Applying for an extension

- (a) Speak to the relevant Leader of Learning and notify them of your intention and reason(s) to apply for an extension.
- (b) Submit an "*Application for Illness and Misadventure Form*" (refer to Section 2.3 of the handbook) at least a week prior to the scheduled due date.
- (c) The application will be considered by the KLA Leader of Learning and the Assistant Principal.
- (d) The student will be notified of the decision and if the extension is:
 - (i) **granted**, a new submission date will be given
 - (ii) **declined**, the student has the right to appeal this decision. This is done by writing to the Principal, who will discuss the application for extension with the student, Assistant Principal and relevant KLA Leader of Learning and teacher.

2.3 What happens if I am sick, or some other unforeseen circumstance happens?

2.3.1 Illness or misadventure

If, due to illness, misadventure or compassionate grounds a student either:

- (a) misses an assessment task, or
- (b) is unable to complete an assessment task by the due date, or
- (c) is absent from school just prior to an assessment task being due or
- (d) their performance in a task is affected, or
- (e) is absent on the day an assessment task is due to be submitted.

If a student is absent on the due date of an assessment task the College must be notified by the parent / carer on that morning. An online "[Application for Illness/Misadventure Form](#)" submitted **within 48 hours of the due date of an assessment task**. A **parent note, medical certificate, or other supporting documentation** should

be attached if the student has been unable to complete the task. This also applies for approved leave and school events (e.g., sport). Being on approved leave or a school event does not exclude a student from completing an assessment task.

Medical certificates from a doctor or health professional must be written on official medical practitioner's letterhead and specify the exact dates the student is unfit for school. The certification must specifically address the type of medical illness and its direct impact on the student's ability to complete the assessment task.

In the event of **misadventure** students are required to provide a **parent note** explaining the circumstances which impacted on their ability to complete the task.

The application will be considered by the KLA Leader of Learning and the Assistant Principal. The student will be notified of the decision and if the application is:

- (i) **granted**, the student will be notified of the outcome
- (ii) **declined**, the student has the right to appeal this decision. This is done by writing to the Principal, who will discuss the application with the student, Assistant Principal and relevant KLA Leader of Learning.

2.4 What happens if I hand in an assessment task late or miss it completely?

2.4.1 Implications of late or missed assessment tasks

If a student misses an assessment task without a valid reason parents / careers will be sent an academic concern notification and assistance will be provided in supporting the student to complete the task. This will allow them to demonstrate achievement of the outcomes assessed.

2.4.2 Establishing the exact due time

Teachers will indicate to students in writing when an assessment task is precisely due e.g., beginning of Period 3, Wednesday, 15 May 2025 – Week 3 Term 2. There are some instances though when an exact lesson cannot be specified. In such cases, where only a due date is given, students have until **3:30pm on the due date** to submit an assessment task to their teacher. If the teacher cannot be found, students are to submit the assessment task to the **College Reception** where office staff will sign and stamp the time/date on the task and place it in the relevant teacher's pigeonhole.

2.5 What happens when technology fails?

Failure to complete an assessment task on time due to technological problems e.g., computer failure, printer problems, lost files, computer viruses etc. will NOT be deemed acceptable reasons. Students are expected to keep back up files, rough copies etc. and make appropriate time allowances to avoid such problems.

2.6 What happens in the case of malpractice in an assessment task?

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- (a) copying someone else's work in part or in whole, and presenting it as their own
- (b) using material directly from books, journals or the internet without reference to the source
- (c) building on the ideas of another person without reference to the source
- (d) buying, stealing or borrowing another person's work and presenting it as their own
- (e) submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- (f) using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- (g) paying someone to write or prepare material
- (h) breaching school examination rules
- (i) using non-approved aides during an assessment task
- (j) contriving false explanations to explain work not handed in by the due date
- (k) assisting another student to engage in malpractice
- (l) submitting work generated wholly, or in part, by Artificial Intelligence (AI).

A panel comprising the Assistant Principal and relevant KLA Leader of Learning will review any cases of suspected malpractice. If malpractice is proven, the student's parents / carers will be sent an academic concern notification, and an academic conference will take place with the student, teacher and relevant KLA Leader of Learning to assist the student understand the importance of completing assessment tasks with authenticity and integrity.

2.7 What do I do if I require disability provisions?

If a student requires disability provisions for assessment tasks (e.g., reader, writer, extra time, separate supervision etc.) parents / carers need to contact the Leader of Diverse Learning to discuss their eligibility. This needs to be done well in advance to allow sufficient time for the disability provisions required to be put in place.

2.8 What happens if I have transferred into St Paul's Catholic College after assessment has commenced?

If a student transfers into the school after the commencement of the Stage 4 Course assessment, they:

- (a) will sit all the remaining assessment tasks as prescribed in the assessment outline
- (b) may be required to complete alternative tasks for any assessments missed

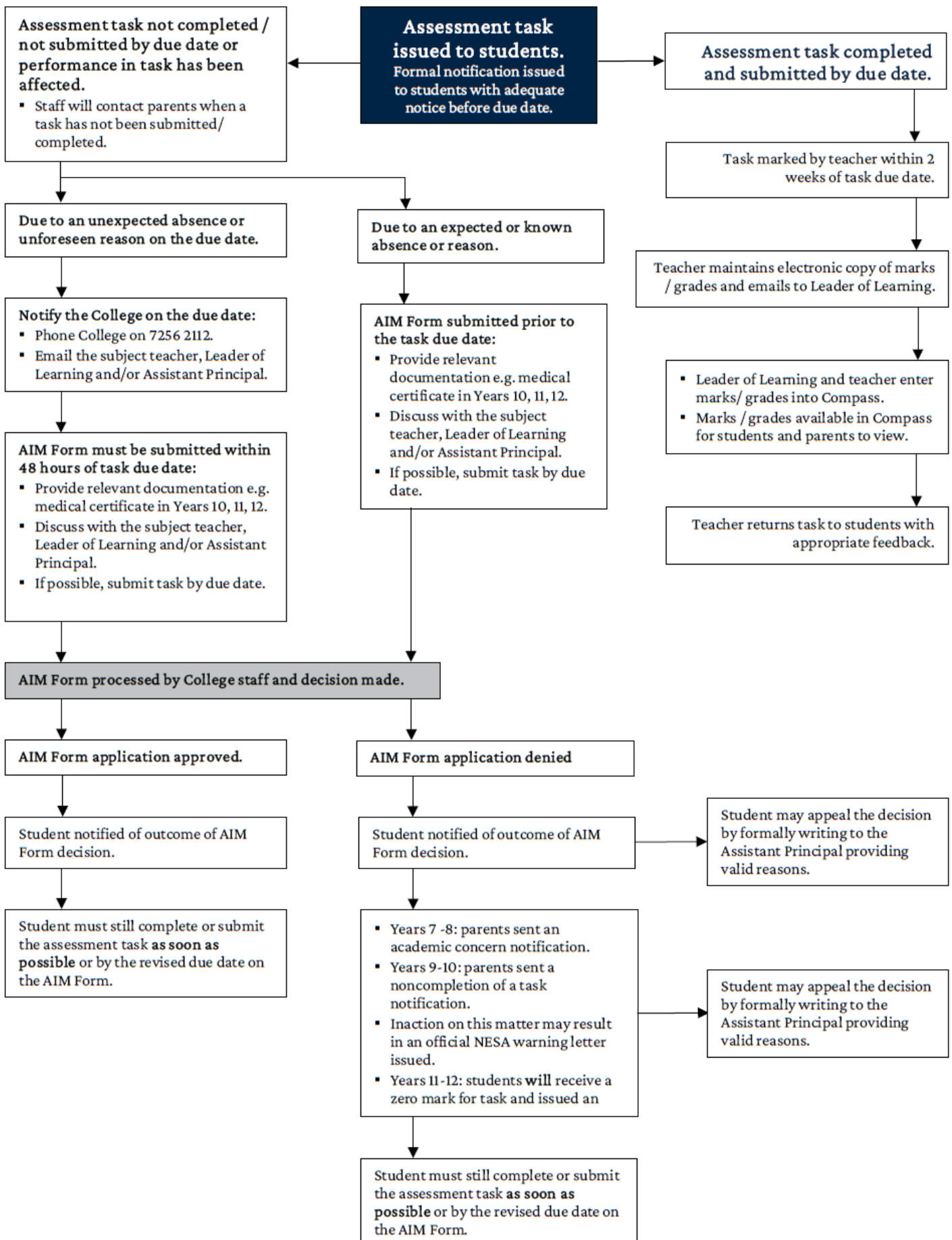
2.9 What type of assessment feedback will I receive?

Students will be given feedback on their level of achievement in each assessment task. This may take the form of grades, teacher comments, description of the understanding and skills demonstrated by the student, description of what was not achieved or areas that may need improvement. The type of assessment task conducted will determine the nature of the feedback.

Every student should reflect upon and analyse the feedback they receive in order to assist their understanding of the outcomes assessed in the task. Remember that the main purpose of assessment is to improve learning.

2.10 Procedure for the completion of assessment tasks

The flowchart on the next page provides an overview for the completion of assessment tasks. Specifically, it provides information on what procedures are followed when tasks are appropriately and not appropriately completed as per their specific requirements.



3 Course assessment outlines

The following section contains assessment outlines for all Year 7 courses at St Paul's in 2025. Each assessment outline indicates the:

- (a) course category
- (b) syllabus outcomes
- (c) areas for assessment
- (d) focus outcomes assessed in each task
- (e) areas for assessment for each task
- (f) nature of each task (i.e., what students will be engaged in)
- (g) timing of each task

ENGLISH

Course: Year 7 (Stage 4)
Assessment Period: 2025

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Due Date | Focus Outcomes | Task type and overview of content and skills addressed in task | Areas for Assessment (✓) | | | Your grade |
|-----------------|---------------------------------------|--|--------------------------|---|---|------------|
| | | | A | B | C | |
| Wk. 9 Term 1 | EN4-RVL-01, EN4-URB-01, EN4-ECA-01 | <u>In class reading and writing assessment</u> Storytelling and Mythology | ✓ | ✓ | ✓ | |
| Wk. 7 Term 2 | EN4-URA-01, EN4-ECA-01, EN4-ECB-01 | <u>Creative Writing Task</u> Fantasy Worlds | ✓ | ✓ | ✓ | |
| Wk. 9 Term 3 | EN4-RVL-01, EN4-URB-01, EN4-ECB-01 | <u>Speaking task</u> Novel study: Don't Call Me Ishmael | ✓ | ✓ | ✓ | |
| Wk. 7 Term 4 | All outcomes possible | <u>Written examination</u> Short answer and extended response on Boy Overboard and related texts | ✓ | ✓ | ✓ | |

AREAS FOR ASSESSMENT

A Reading, viewing and listening to texts

B Understanding and responding to texts

C Expressing ideas and composing texts

OUTCOMES

| Code | Descriptor. A student ... |
|-------------------|---|
| EN4-RVL-01 | uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction |
| EN4-URA-01 | analyses how meaning is created through the use of and response to language forms, features and structures |
| EN4-URB-01 | examines and explains how texts represent ideas, experiences and values |
| EN4-URC-01 | identifies and explains ways of valuing texts and the connections between them |
| EN4-ECA-01 | creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas |
| EN4-ECB-01 | uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts |

GEOGRAPHY

Course: Year 7 (Stage 4)
Assessment Period: 2025

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Due Date | Focus Outcomes | Task type and overview of content and skills addressed in task | Areas for Assessment (✓) | | | Your grade |
|-----------------|--------------------------------------|---|--------------------------|---|---|------------|
| | | | A | B | C | |
| Wk. 7 Term 3 | GE4.2, GE4.4, GE4.5, GE4.7, GE4.8 | Multimodal presentation Geomorphic hazards | ✓ | ✓ | ✓ | |
| Wk. 5 Term 4 | All outcomes possible. | Written examination Place and liveability, Geographical skills and concepts | ✓ | ✓ | ✓ | |

AREAS FOR ASSESSMENT

- A** Communication
- B** Geographical concepts, tools and skills
- C** Geographical knowledge

OUTCOMES

| Code | Descriptor. 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 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

Course: Year 7 (Stage 4)

Assessment Period: 2025

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Due Date | Focus Outcomes | Task type and overview of content and skills addressed in task | Areas for Assessment (✓) | | | Your grade |
|-----------------|--|--|--------------------------|---|---|------------|
| | | | A | B | C | |
| Wk. 6 Term 1 | HT4-1, HT4-5, HT4-6, HT4-8, HT4-9, HT4-10 | Source analysis Investigating the past | ✓ | ✓ | ✓ | |
| Wk. 6 Term 2 | HT4-2, HT4-3, HT4-4, HT4-6, HT4-9, HT4-10 | Writing task Ancient societies | ✓ | ✓ | ✓ | |

AREAS FOR ASSESSMENT

A Historical knowledge

B Research and historical inquiry skills

C Communication

OUTCOMES

| Code | Descriptor. A student ... |
|---------------|---|
| HT4-1 | describes the nature of history and archaeology and explains their contribution to an understanding of the past |
| HT4-2 | describes 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 |

MATHEMATICS

Course: Year 7 (Stage 4)

Assessment Period: 2025

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Due Date | Focus Outcomes | Task type and overview of content and skills addressed in task | Areas for Assessment (✓) | | | | Your grade |
|----------------|---|--|--------------------------|---|---|---|------------|
| | | | A | B | C | D | |
| Ongoing Term 1 | MAO-WM-01, MA4-IND-C-01, MA4-INT-C-01, MA4-LIN-C-01 | Portfolio of ongoing formative quizzes/tasks Computation with positive and negative integers, number properties and patterns | ✓ | ✓ | | | |
| Week 7 Term 2 | MAO-WM-01, MA4-ALG-C-01, MA4-FRC-C-01 | In-class written test Computation with positive and negative integers, number properties and patterns, algebraic techniques, fractions, and percentages | ✓ | ✓ | | | |
| Wk. 8 Term 3 | MAO-WM-01, MA4-FRC-C-01, MA4-EQU-C-01, MA4-ANG-C-01, MA4-GEO-C-01, | In-class written test Fractions, decimals and percentages, equations, angle relationships and geometrical figures | ✓ | ✓ | ✓ | | |
| Wk. 5 Term 4 | MAO-WM-01, MA4-EQU-C-01, MA4-ANG-C-01, MA4-GEO-C-01, MA4-LEN-C-01, MA4-ARE-C-01, MAR-VOL-C-01, MA4-DAT-C-01, MA4-DAT-C-02, MA4-PRO-C-01 | Written examination End of semester examination covering equations, angle relationships and geometrical figures length, perimeter, area, mass and temperature, statistics and probability. | ✓ | ✓ | ✓ | ✓ | |

AREAS FOR ASSESSMENT

A Working mathematically

B Number and algebra

C Measurement and space

D Statistics and probability

OUTCOMES

| Code | Descriptor. A student ... |
|--------------|--|
| MAO-WM-01 | develops understanding and fluency in mathematics through exploring and connecting mathematics concepts, choosing and applying mathematics techniques to solve problems, and communicating their thinking and reasoning coherently and clearly |
| MA4-INT-C-01 | compares, orders and calculates with integers to solve problems |
| MA4-FRC-C-01 | represents and operations with fraction, decimals and percentages to solve problems |
| MA4-ALG-C-01 | generalises number properties to operate with algebraic expressions including expansion and factorisation |
| MA4-IND-C-01 | operates with primes and roots, positive integer and zero indices involving numerical bases and establishes the relevant index laws |
| MA4-EQU-C-01 | solves linear equations up to 2 steps and quadratic equations of the form $ax^2 = c$ |
| MA4-LIN-C-01 | creates and displays umber patterns and fins graphical solutions to problems involving linear relationships |
| MA4-LEN-C-01 | applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems |
| MA4-ARE-C-01 | applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems |
| MA4-VOL-C-01 | applies knowledge of volume and capacity to solve problems involving right prisms and cylinders |
| MA4-ANG-C-01 | applies angle relationships to solve problems, including those related to transversals on sets of parallel a4lines |
| MA4-GEO-C-01 | identifies and applies the properties of triangles and quadrilaterals to solve problems |
| MA4-DAT-C-01 | classifies and displays data using a variety of graphical representations |
| MA4-DAT-C-02 | analyses simple datasets using measures of centre, rage and shape of the data |
| MA4-PRO-C-01 | solves problems involving the probabilities of simple chance experiments |

MUSIC

Course: Year 7 (Stage 4)

Assessment Period: 2025

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Due Date | Focus Outcomes | Task type and overview of content and skills addressed in task | Areas for Assessment (✓) | | | Your grade |
|--|---|---|--------------------------|---|---|------------|
| | | | A | B | C | |
| S1: Wk. 9 Term 1 S2: Wk. 9 Term 3 | 4.1, 4.2, 4.3, 4.10, 4.11, 4.12 | Performance - Task 1 What is Music? - Performance | ✓ | | | |
| S1: Wk. 7 Term 2 S2: Wk. 6 Term 4 | 4.4, 4.5, 4.6, 4.7, 4.9, 4.10, 4.11, 4.12 | Composition - Task 2 Composition, using a variety of digital notation programs and software | | ✓ | | |
| S1: Wk. 7 Term 2 S2: Wk. 7 Term 4 | 4.7, 4.8, 4.9, 4.10, 4.11, 4.12 | Listening - Task 3 Aural examination | | | ✓ | |

AREAS FOR ASSESSMENT

A Performing

B Composing

C Listening

OUTCOMES

| Code | Descriptor. 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 artform |
| 4.12 | demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences |

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Course: Year 7 (Stage 4)

Assessment Period: 2025

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Due Date | Focus Outcomes | Task type and overview of content and skills addressed in task | Areas for Assessment (✓) | | | Your grade |
|------------------|-------------------------------------|---|--------------------------|---|---|------------|
| | | | A | B | C | |
| Wk. 6 Term 2 | PD4-3, PD4-8, PD4-10 | Research task Building identity and relationships presentation | ✓ | | ✓ | |
| Wk. 10 Term 3 | PD4-2, PD4-6, PD4-7 | In-depth study Devise a health campaign on an issue of choice | ✓ | | ✓ | |
| Wk. 7 Term 4 | PD4-4, PD4-5, PD4-8, PD4-10, PD4-11 | Practical assessment Fundamental movement and applied skills ongoing assessment | | ✓ | | |

AREAS FOR ASSESSMENT

A Health, wellbeing and relationships

B Movement, skills and performance

C Healthy, safe and active lifestyles

OUTCOMES

| Code | Descriptor. A student ... |
|--------|--|
| PD4-1 | examines and evaluates strategies to manage current and future challenges |
| PD4-2 | examines and demonstrates the role help seeking strategies and behaviours play in supporting themselves and others |
| PD4-3 | investigates effective strategies to promote inclusivity, equality and respectful relationships |
| 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 |
| PD4-6 | 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 |
| PD4-11 | demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences |

RELIGIOUS EDUCATION

Course: Year 7 (Stage 4)

Assessment Period: 2025

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Due Date | Focus Outcomes | Task type and overview of content and skills addressed in task | Areas for Assessment (✓) | | | Your grade |
|-----------------|----------------------------------|--|--------------------------|---|---|------------|
| | | | A | B | C | |
| Wk.6 Term 2 | RECKA7, RECSA7 | Written, Research and Visual Response. Exploring the Bible | ✓ | ✓ | ✓ | |
| Wk. 5 Term 4 | RECKC7 RECSC7, RECKE7, RECSE7 | Written examination Respecting human dignity, caring for our common home | ✓ | ✓ | ✓ | |

AREAS FOR ASSESSMENT

A Religious knowledge

B Research and religious enquiry skills

C Communication of religious concepts and beliefs

OUTCOMES

| Code | Descriptor. A student ... |
|----------------|--|
| RECKA7 | develop knowledge and understanding of the structure of the Bible and some of its principal themes |
| RECSA7 | consider and draw conclusions about the significance of the Bible for the faith journey of believers |
| RECKB7 | articulate an understanding of Jesus as the heart of Catholic community |
| RECSEB7 | investigate and identify key characteristics of Catholic communities and explain how these communities witness to the mission of the Church, local and universal |
| RECKC7 | understands that human beings participate in, contribute to and are responsible for God's creation |
| RECSC7 | explores and identifies ways by which people may be stewards of creation |
| RECKD7 | understands the nature and purpose of common forms of prayer in the Catholic tradition |
| RECSD7 | engages in a range of prayer forms and experiences |
| RECKE7 | identifies that being human involves rights and responsibilities |
| RECSE7 | applies Christian beliefs and principles to decision making processes |

SCIENCE

Course: Year 7 (Stage 4)

Assessment Period: 2025

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Due Date | Focus Outcomes | Task type and overview of content and skills addressed in task | Areas for Assessment (✓) | | | | | | Your grade |
|------------------|---|---|--------------------------|---|---|---|---|---|------------|
| | | | A | B | C | D | E | F | |
| Wk. 10 Term 1 | SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-16CW, SC4-17CW | Written test Measurements and mixtures | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| Wk. 7 Term 2 | SC4-4WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-14LW, SC4-15LW | Data Analysis Ring-tailed lemurs | ✓ | | ✓ | ✓ | ✓ | ✓ | |
| Wk. 9 Term 3 | SC4-5WS, SC4-6WS, SC4-7WS, SC4-9WS, SC4-12ES, SC4-13ES | Scientific Models Geological Processes | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Wk. 5 Term 4 | SC4-4WS, SC4-5WS, SC4-7WS, SC4-9WS, SC4-10PW, SC4-11PW | First-hand investigation Investigating Motion Data Analysis | ✓ | ✓ | ✓ | ✓ | | ✓ | |

AREAS FOR ASSESSMENT

A Knowing and understanding

B Questioning and predicting

C Planning and conducting investigations

D Processing and analysing data and information

E Problem-solving

F Communicating

OUTCOMES

| Code | Descriptor. A student ... |
|----------|--|
| 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 |
| SC4-7WS | processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions |
| SC4-8WS | selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems |
| SC4-9WS | presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations |
| SC4-10PW | describes the action of unbalanced forces in everyday situations |
| SC4-11PW | discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations |
| SC4-12ES | describes the dynamic nature of models, theories and laws in developing scientific understanding of the earth and solar system |
| SC4-13ES | explains how advances in scientific understanding of processes that occur within and on the earth, influence the choices people make about resource use and management |
| SC4-14LW | relates the structure and function of living things to their classification, survival and reproduction |
| 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 |
| SC4-17CW | explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life |

TECHNOLOGY

Course: Year 7 (Stage 4)

Assessment Period: 2025

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Due Date | Focus Outcomes | Task type and overview of content and skills addressed in task | Areas for Assessment (✓) | | | | | | Your grade |
|--|---|---|--------------------------|---|---|---|---|---|------------|
| | | | A | B | C | D | E | F | |
| S1: Wk. 7 Term 2 S2: Wk. 4 Term 4 | TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS | Design project Material technologies: Design products with a broad range of traditional, contemporary and advancing materials | ✓ | ✓ | ✓ | ✓ | | ✓ | |
| S1: Wk. 7 Term 2 S2: Wk. 4 Term 4 | TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI, TE4-10TS | Design project Digital technologies: Use programming languages to solve information problems and to automate repetitive tasks | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Wk. 7 Term 4 | All outcomes possible | Written examination Covering Semester 1 and 2 content | ✓ | | | | ✓ | ✓ | |

AREAS FOR ASSESSMENT

A Working with tools, materials and processes

B Designing and producing digital and non-digital solutions

C Project management and evaluation

D Traditional, contemporary and emerging technologies and sustainable solutions

E Use of data to automate digital solutions

F Developing innovative solutions for preferred futures

OUTCOMES

| Code | Descriptor. 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 |

VISUAL ARTS

Course: Year 7 (Stage 4)
Assessment Period: 2025

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Due Date | Focus Outcomes | Task type and overview of content and skills addressed in task | Areas for Assessment (✓) | | Your grade |
|--|------------------------------|--|--------------------------|---|------------|
| | | | A | B | |
| S1: Wk. 8 Term 1 S2: Wk. 8 Term 3 | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 | Artmaking Task 1 The Vanitas. Observational drawing and mixed media artworks | ✓ | | |
| S1: Wk. 5 Term 2 S2: Wk. 5 Term 4 | 4.7, 4.8, 4.9, 4.10 | Art Study Task 2 – written examination Our Backyard – Margaret Preston. Frames, conceptual framework and artist practise | | ✓ | |
| S1: Wk. 6 Term 2 S2: Wk. 7 Term 4 | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 | Artmaking Task 3 Our Backyard – Margaret Preston. Lino printing | ✓ | | |

AREAS FOR ASSESSMENT

A Artmaking

B Critical and historical studies

OUTCOMES

| Code | Descriptor. A student ... |
|------|---|
| 4.1 | uses a range of strategies to explore different art making conventions and procedures to make 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 | recognises and uses 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 and relationships between the artist – artwork – world – audience |
| 4.9 | begins to acknowledge that art can be interpreted from different points of view |
| 4.10 | recognises that art criticism and art history construct meanings |