

# *Broken Hill High School*



## *Year 7 Assessment Schedules 2022*



Be Respectful  
Be Responsible  
Be Cooperative

# Broken Hill High School Assessment Policy Years 7 to 10

## **Rationale**

Assessment is the ongoing process of gathering information about student achievement in relation to predetermined objectives and outcomes. Each faculty will use this information to:

- determine the extent to which the student has achieved the objectives and the outcomes of the course
- provide feedback to the students so that they may improve their performance
- provide information to parents about the progress of their child
- assist in the evaluation of teaching programs and methods.

## **Student assessment is:**

- a continuous process
- reflective of the school assessment policy
- based on reliable and valid information
- clearly related to and providing information about one or more course outcomes
- varied to give all students the opportunity to demonstrate achievement
- presented in a way that furthers student development and learning.

## **When Formal Assessment Tasks are given, the following procedures will apply:**

- the task will have a school assessment task cover sheet
- all students will receive an assessment schedule/overview for all subjects outlining assessment tasks at the beginning of the year. The Assessment Schedule/Overview will include:
  - the type of task (exam, portfolio, research task, performance project etc.)
  - weighting of the task (no task will be worth less than 10%)
  - approximate due date of the task (week 5 term 2 etc.) NB: an exact due date will be given when the task is handed out.

## **Procedural fairness**

To ensure all students receive fair treatment, the following must be adhered to:

- A minimum of two weeks notification be given of the due date.
- The classroom teacher marks on the roll that the students have received and submitted tasks.
- Class teachers to provide a comprehensive explanation of the task when distributing the task and support to students as they attempt the task.
- Each task to contain specific information on mark allocation (i.e., marking scale) check marking to occur.
- If a common yearly exam is set, then there will be input from all teachers of the year group.


## Late submissions

The following procedures relate to all students:

- Assessment tasks not submitted by the due date in Years 9 and 10 will be awarded **zero**.
- Assessment tasks not submitted by the due date in Years 7 and 8 will cause the following deduction of marks to occur:
  - One day late: A deduction of **25%** of their total mark.
  - Two days late: A deduction of **50%** of their total mark.
  - Three days late: A mark of **zero** will be awarded.
- Student work considered to be a non-serious attempt will be awarded zero. Students will be required to re-submit work.
- A student will receive a report descriptor for any work that is late. However, they will not receive a mark towards their formal assessment. Students must still hand in the task so that syllabus outcomes can be reported on.
- If there is a computer/printing problem and a task is late then the student must produce their handwritten notes and research as proof of work being undertaken. If notes etc. are not submitted, then the above points will apply. If using a computer, a back-up copy should be able to be produced.

## Student ill/sick on the day a task is due

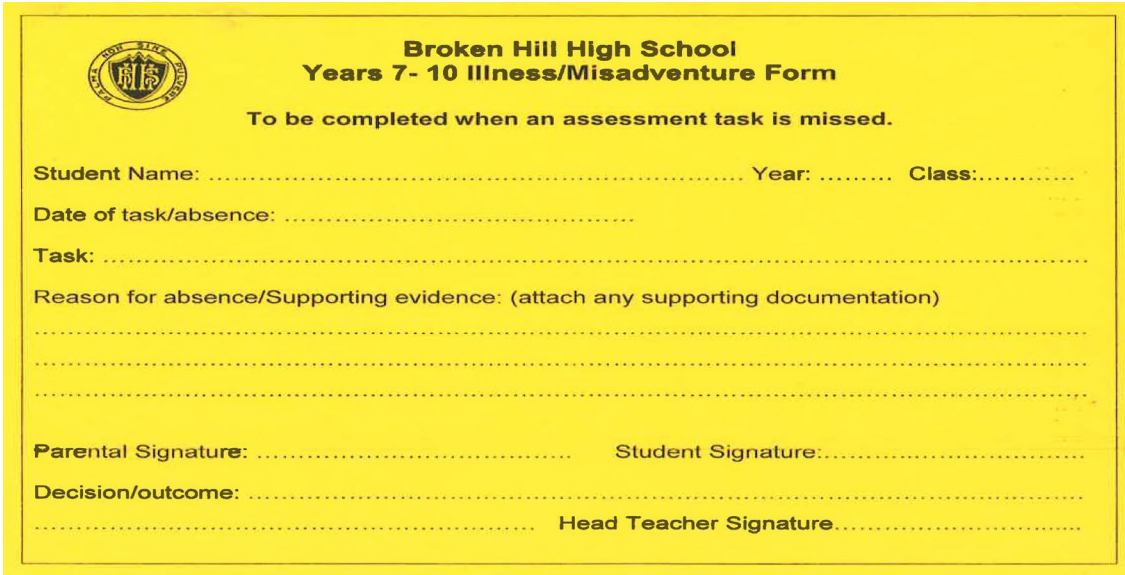
If a student is ill/sick on the day the task is due, then a written note from home stating that fact must be handed in with the task. The task must be handed in the day the student returns to school from illness **not** the next lesson that they have that class (If this occurs then the student **will** receive zero). The reason for this is that they were at school and failed to submit the task. They will receive a descriptor for their report outcome. Students must complete and illness/misadventure form (shown below).

	
<b>Broken Hill High School</b>	
<b>Years 7- 10 Illness/Misadventure Form</b>	
To be completed when an assessment task is missed.	
Student Name: .....	Year: ..... Class:.....
Date of task/absence: .....	
Task: .....	
Reason for absence/Supporting evidence: (attach any supporting documentation)	
.....	
.....	
.....	
Parental Signature: .....	Student Signature:.....
Decision/outcome: .....	
..... Head Teacher Signature.....	



## **Students absent from exam**

If students are absent from exams, they must contact their Head Teacher on their first day back. An arrangement will be made to complete the exam at the earliest possible time. If they fail to do so they may be awarded zero. Student must complete an illness/misadventure form (shown below).



The form is titled "Broken Hill High School Years 7-10 Illness/Misadventure Form" and includes a school crest. It is intended to be completed when an assessment task is missed. The form contains fields for Student Name, Year, Class, Date of task/absence, Task, Reason for absence/Supporting evidence, Parental Signature, Student Signature, Decision/outcome, and Head Teacher Signature.

**Broken Hill High School**  
**Years 7- 10 Illness/Misadventure Form**

To be completed when an assessment task is missed.

Student Name: ..... Year: ..... Class:.....

Date of task/absence: .....

Task: .....

Reason for absence/Supporting evidence: (attach any supporting documentation)  
.....  
.....  
.....

Parental Signature: ..... Student Signature:.....

Decision/outcome: ..... Head Teacher Signature.....

## **Procedures if a Formal Assessment Task is not submitted – Years 7 and 8**

- Official faculty warning letter sent to parent.
- Phone call home to parent from classroom teacher to discuss failure to submit task.

## **Procedures if a Formal Assessment Task is not submitted – Years 9 and 10**

- First official New South Wales Education Standards Authority (NESA) warning letter indicating failure to submit task.
- Phone call home to parent from classroom teacher to discuss failure to submit task.
- Second official NESA warning letter indicating failure to submit task if the task has still not been handed in.

**Note:** For a Formal Assessment Task no faculty warning letter will be issued before the NESA letter to indicate failure to submit the task. This process can recommence at any point if a student fails to submit a series of assessment tasks.

## **Procedures for the incompleteness of Informal Tasks (e.g., homework, class work) – Years 7 and 8**

- A faculty letter should be sent to indicate to parents that the task is not completed.
- Phone home to inform parents of seriousness of incompleteness of tasks.
- If the task is still not submitted, then a second faculty letter is to be sent home.

## **Procedures for the incompleteness of Informal Tasks (e.g., homework, class work) - Years 9 and 10**

The processes explained above, in relation to non-submission of formal assessment tasks, can also be undertaken if a student is not applying themselves with **due diligence and sustained effort** to all aspects of the course including class work and homework and if a student has long term or regular absences from school.

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- a) **Followed** the course developed or endorsed by the Boards of Studies.
- b) **Applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the schools.
- c) **Achieved** some or all the course outcomes.

## **What is meant by 'Unfair Advantage'/'Malpractice' in examinations/Assessment Tasks?**

Every effort is made to ensure all students have the same advantage. To guarantee this, students sitting any examination or completing any task must follow procedures and rules to stop any unfair advantage. The following information applies in all exams:

# **Exam Information**

## **Exams include major school exams and class tests/assessment tasks:**

- Students may not borrow any equipment from any person during an examination.
- No student may communicate or attempt to communicate with any other person, except the supervising teachers, during an examination.
- A 3-strike penalty system applies in the exam hall. Students may receive loss of marks or a zero for their exam if they continue to display poor behaviour in the exam.
- If you wish to ask a question during an examination, please raise your hand and a teacher will come to you. Do not leave your seat.
- Action will be taken against any student who disrupts or attempts to disrupt any part of any examination in any way.
- Mobile phones are not to be brought to examinations.

The above rules apply from the time the student enters the exam room until all papers are handed in and the student has been formally dismissed.

## **What is meant by 'Unfair Advantage'/'Malpractice' in assessment tasks?**

If a student has been found to have gained an unfair advantage by:

- a) Plagiarism.
- b) Gaining help from another student/s or person.
- c) Submitting work of others as their own.

**Or** for any reasons contained in the exam information, a **zero '0' mark will be awarded**.

# Report Performance Descriptors

## The General Performance Descriptors

The General Performance Descriptors were developed by the NESA Syllabus Committees to develop specific performance descriptors for each subject. These Course Performance Descriptors are based on the knowledge and skills objectives of courses and will assist schools in awarding grades in all subjects.

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

# Year 7 Assessment Schedule 2022

## Subject: English

		Semester One		Semester Two		
Task		Task 1	Task 2	Task 3	Task 4	Task 5
Course Component		Exposition	Visual Representation and Oral Evaluation	Novel Narrative	Analysis of story elements	Yearly Examination
Due Date		Term 1, Week 8	Term 2, Week 4	Term 2, Week 10	Term 3, Weeks 9/10	Term 4, Weeks 5/6
Outcomes Assessed		EN4-1A, EN4-4B	EN4-2A, EN4-4B, EN4-9B	EN4-3B, EN4-8D	EN4-5C, EN4-6C	EN4-1A, EN4-5C, EN4-7D
Life skills Outcomes		ENLS - 1A, 2A, 3A, 4A, 8A, 11B	ENLS – 5A, 6A, 7A, 9A, 11B	ENLS – 10B, 16D	ENLS – 12C, 13C	ENLS - 1A, 2A, 3A, 4A, 8A, 12C
Assessment Component	Weighting					
Reading.	40%			15%	15%	10%
Writing.	20%	10%				10%
Speaking/listening.	15%	5%	10%			
Viewing/representing.	25%	5%	10%	5%	5%	
Weighting %	100%	20%	20%	20%	20%	20%

## **English 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.



## **English Life Skills Outcomes**

- ENLS-1A** Listens and responds in familiar contexts.
- ENLS-2A** Communicates for a variety of purposes, audiences and contexts.
- ENLS-3A** Selects and uses language to communicate according to purpose, audience and context.
- ENLS-4A** Views and responds to a range of visual texts, media and multimedia.
- ENLS-5A** Recognises and uses visual texts, media and multimedia for a variety of purposes, audiences and contexts.
- ENLS-6A** Reads and responds to a range of written texts in familiar contexts.
- ENLS-7A** Uses strategies to obtain meaning from and interpret a range of texts.
- ENLS-8A** Writes short texts for everyday purposes.
- ENLS-9A** Composes texts for a variety of purposes and audiences.
- ENLS-10B** Explores the ways in which language forms, features and structures of texts vary according to purpose, audience and context.
- ENLS-11B** Composes, publishes and presents texts appropriate to purpose and audience in a range of contexts.
- ENLS-12C** Responds to texts in ways that are imaginative and interpretive.
- ENLS-13C** Engages critically with texts using personal experiences.
- ENLS-14D** Explores how the use of language affects personal roles and relationships with others.
- ENLS-15D** Responds to and composes texts that explore personal, social and world issues.
- ENLS-16D** Explores the ways cultural ideas and perspectives shape a range of spoken, written, visual and multimedia text.
- ENLS-17E** Uses individual and collaborative skills in the learning process.

## Year 7 Assessment Schedule 2022

### Subject: Languages Other Than English (LOTE) – French

		Semester One				Semester Two			
Task		Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8
Course Component		“Se Connaître” Test	Mon animal mystérieux	Les Pays Francophone	La Famille	Le Sport Test	La Révolution Française	La Touissant	Les Verbes
Due Date		Term 1, Week 6	Term 1, Week 8	Term 2, Week 2	Term 2, Week 5	Term 3, Week 4	Term 3, Week 7	Term 4, Weeks 5/6	Term 4, Weeks 5/6
Outcomes Assessed		LFR4-1C LFR4-6U	LFR4-4C LFR4-5U LFR4-6U	LFR4-2C LFR4-8U	LFR4-1C LFR4-2C LFR4-5U	LFR4-1C LFR4-6U	LFR4-6U LFR4-7U	LFR4-2C	LFR4-5U LFR4
Assessment Component	Weighting								
Language.	57.5%	12.5%	10%		10%	12.5%			12.5%
Culture.	42.5%		2.5%	12.5%	2.5%		12.5%	12.5%	
<b>Weighting %</b>	<b>100%</b>	<b>12.5%</b>	<b>12.5%</b>	<b>12.5%</b>	<b>12.5%</b>	<b>12.5%</b>	<b>12.5%</b>	<b>12.5%</b>	<b>12.5%</b>

## **LOTE – French Outcomes**

- LFR4-1C** Uses French to interact with others to exchange information, ideas and opinions, and make plans.
- LFR4-2C** Identifies main ideas in, and obtains information from texts.
- LFR4-3C** Organises and responds to information and ideas in texts for different audiences.
- LFR4-4C** Applies a range of linguistic structures to compose texts in French, using a range of formats for different audiences.
- LFR4-5U** Applies French pronunciation and intonation patterns.
- LFR4-6U** Applies features of French grammatical structures and sentence patterns to convey information and ideas.
- LFR4-7U** Identifies variations in linguistic and structural features of texts.
- LFR4-8U** Recognises similarities and differences in communication across cultures.

## Year 7 Assessment Schedule 2022

### Subject: Mathematics

Task	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
Task Description	In-Class Topic Test	In-Class Topic Test	Semester 1 Exam	In-Class Topic Test	In-Class Topic Test	Yearly Examination
Due Date	Term 1, Week 6	Term 1, Week 10	Junior Exam Period	Term 3, Week 7	Term 3, Week 10	Junior Exam Period
Outcomes Assessed	MA3-7NA MA4-1WM MA4-2WM MA4-3WM MA4-4NA	MA4-1WM MA4-2WM MA4-3WM MA4-5NA MA4-7NA	MA3-7NA MA4-1WM MA4-2WM MA4-3WM MA4-4NA MA4-5NA MA4-7NA	MA3-8NA MA4-1WM MA4-2WM MA4-3WM MA4-8NA MA4-9NA MA4-10NA MA4-11NA	MA4-1WM MA4-19SP MA4-20SP	All outcomes
Weighting %	10%	10%	25%	10%	10%	35%

**Note:** Task 1, Task 2, Task 4 and Task 5 will be in-class summative assessments (30-minute test) based on the work covered during each topic. The results from these tasks will be combined with their Semester 1 and Semester 2 examination to determine their final grade.

## Mathematics Outcomes

- MA3-7NA** Compares, orders and calculates with fractions, decimals and percentages.
- MA3-8NA** Analyses and creates geometric and number patterns, constructs and competes number sequences, and locates points on the Cartesian plane.
- MA3-9MG** Selects and uses the appropriate unit and device to measure lengths and distances, calculates perimeters, and converts between units of length.
- MA3-10MG** Selects and uses the appropriate unit to calculate areas. Including areas of squares, rectangles and triangles.
- MA3-11MG** Selects and uses the appropriate unit to estimate, measure and calculate volumes and capacities, and converts between units of capacity.
- MA3-13MG** Uses 24-hour time and am and pm notation in real-life situations and constructs timelines.
- MA3-14MG** Identifies three dimensional objects, including prisms and pyramids, on the basis of their properties, and visualizes, sketches and constructs them given drawings of different views.
- MA3-15MG** Manipulates, classifies and draws two-dimensional shapes, including equilateral, isosceles and scalene triangles, and describes their properties.
- MA3-19SP** Conducts chance experiments and assigns probabilities as values between 0 and 1 to describe their outcomes.
- MA4-1WM** Communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols.
- MA4-2WM** Applies appropriate mathematical techniques to solve problems.
- MA4-3WM** Recognises and explains mathematical relationships using reasoning.
- MA4-4NA** Compares, orders and calculates with integers, applying a range of strategies to aid computation.
- MA4-5NA** Operates with fractions, decimals and percentages.
- MA4-6NA** Solves financial problems involving purchasing goods.
- MA4-7NA** Operates with ratios and rates, and explores their graphical representation.
- MA4-8NA** Generalises number properties to operate with algebraic expressions.
- MA4-9NA** Operates with positive-integer and zero indices of numerical bases.
- MA4-10NA** Uses algebraic techniques to solve simple linear and quadratic equations.
- MA4-11NA** Creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane.
- MA4-12MG** Calculates the perimeters of plane shapes and the circumferences of circles.



## **Mathematics Outcomes Continued**

- MA4-13MG** Uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area.
- MA4-14MG** Uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume.
- MA4-15MG** Performs calculations of time that involve mixed units, and interprets time zones.
- MA4-17MG** Classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles.
- MA4-18MG** Identifies and uses angle relationships, including those related to transversals on sets of parallel lines.
- MA4-19SP** Collects, represents and interprets single sets of data, using appropriate statistical displays.
- MA4-20SP** Analyses single sets of data using measures of location, and range.
- MA4-21SP** Represents probabilities of simple and compound events.

**Key:** **WM** = Working Mathematically, **NA** = Number and Algebra, **MG** = Measurement and Geometry, **SP** = Statistics and Probability



## Year 7 Assessment Schedule 2022

### Subject: Science

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Research Task	Practical and Problem Solving	Practical Exam	Yearly Examination
Due Date		Term 1, Weeks 7 - 9	Term 2, Weeks 7/8	Term 3, Weeks 9/10	Term 4, Weeks 5/6
Outcomes Assessed		SC4-6WS SC4-9WS SC4-16CW	SC4-4WS SC4-6WS	SC4-5WS SC4-6WS SC4-8WS	SC4-7WS SC4-9WS SC4-10PW SC4-11PW SC4-12ES SC4-14LW SC4-15LW SC4-16CW SC4-17CW
Assessment Component	Weighting				
Demonstrates a knowledge and understanding of the concepts, applications and practice of science.	25%		5%		20%
Plans, prepares and analyses the results of practical investigations.	30%		15%	15%	
Demonstrates the ability to research information and communicate information.	25%	20%	5%		
Demonstrates the ability to select strategies to solve identified problems.	20%	5%		10%	5%
<b>Weighting %</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## **Science Outcomes**

- 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.

## Year 7 Assessment Schedule 2022

### Subject: Geography

Task		Task 1 Extended Response (Feature Article)	Task 2 Skills Task
Course Component		Water in The World	Place and Liveability
Due Date		Term 3, Weeks 6/7	Term 4, Weeks 2/3
Outcomes Assessed	Weighting	<b>GE4-2</b> Describes processes and influences that inform and transform places and environments.  <b>GE4-3</b> Explains how interactions and connections between people, places and environments result in change.  <b>GE4-8</b> Communicates, geographical information using a variety of strategies.	<b>GE4-1</b> Locates and describes the diverse features and characteristics of a range of places and environments.  <b>GE4-6</b> Explains the differences in human wellbeing.  <b>GE4-7</b> Acquires and processes information by selecting and using geographical tools for inquiry.
Weighting %	100%	50%	50%



## Year 7 Assessment Schedule 2022

### Subject: History

Task		Task 1 Source Analysis	Task 2 Research Task
Course Component		Depth Study 1: Investigating the Ancient Past	Depth Study 2: The Mediterranean World – Egypt
Due Date		Term 1, Weeks 7/8	Term 2, Weeks 4/5
Outcomes Assessed	Weighting	<b>HT4-1</b> Describes the nature of history and archaeology and explains their contribution to an understanding of the past.  <b>HT4-2</b> Describes major periods of historical time and sequences events, people and societies from the past.  <b>HT4-8</b> Locates, selects and organises information from sources to develop an historical inquiry.	<b>HT4-3</b> Describes and assess the motives and actions of past individuals and groups in the context of past societies.  <b>HT4-9</b> Uses a range of historical terms and concepts when communicating an understanding of the past.  <b>HT4-10</b> Selects and uses appropriate oral, written, visual and digital forms to communicate about the past.
Weighting %	100%	50%	50%

## Year 7 Assessment Schedule 2022

### Subject: Personal Development, Health and Physical Education (PD/H/PE)

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Who am I?	Don't be a Bully, Who am I?	Move it or Lose it.	Ongoing Practical
Due Date		Term 1, Week 9	Term 2, Weeks 5/6	Term 3, Week 10	Terms 1 – 4
Outcomes Assessed		PD4-1	PD4-1, PD4-2, PD4-9	PD4-6, PD4-7, PD4-8	PD4-4, PD 4-5, PD 4-8, PD 4-11
Assessment Component	Weighting	In class task	Half - Yearly Examination	PBL Task (NHPE Day)	In class practical Assessment
My Time at High School.	20%	15%	5%		
Past Present and Future Me.	15%		15%		
Shape Your Future.	15%			15%	
Practical Skills and Knowledge	50%			5%	45%
<b>Weighting %</b>	<b>100%</b>	<b>15%</b>	<b>20%</b>	<b>20%</b>	<b>45%</b>

## **PD/H/PE Outcomes**

- 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.

## Year 7 Assessment Schedule 2022

### Subject: Music

Task		Task 1 Duration/Pitch	Task 2 Performance	Task 3 Technology Composition	Task 4 Guitar
Due Date		Term 1, Week 9	Term 2, Week 8	Term 3, Week 10	Term 4, Week 4
Outcomes Assessed		4.1, 4.5, 4.7, 4.9, 4.12	4.2, 4.3, 4.8, 4.11	4.1, 4.4, 4.7, 4.8, 4.9, 4.10, 4.12	4.1, 4.2, 4.3, 4.4, 4.6, 4.8, 4.9, 4.11
Course Component	Weighting				
Performance.	<b>45%</b>	Drum Performance/Pitch Performance – Week 10 15%	Performance 15%		Guitar Performance – Week 3 15%
Aural/musicology.	<b>30%</b>	Topic Test 10%	Topic Test – Week 4 10%	Research Assignment 5%	Band Task 5%
Composition.	<b>25%</b>	8 Bar Rhythm Composition 5%	4-6 Bar Composition 5%	Composition 10%	4-6 Bar Composition 5%
<b>Weighting %</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>15%</b>	<b>25%</b>

## **Music Outcomes**

- 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, organizing, 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, analyzing, discussing and recording musical ideas.
- 4.8** Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire.
- 4.9** Demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study.
- 4.10** Identifies the use of technology in the music selected for study, appropriate to the musical context.
- 4.11** Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form.
- 4.12** Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.



## Year 7 Assessment Schedule 2022

### Subject: Mandatory Technology – Semester 1

Task		Task 1 Practical Project	Task 2 Design and Production Folio
Course Component		Practical Project	Design and Communication
Due Date		Term 2, Week 5	Term 2, Week 5
Outcomes Assessed		TE4-1DP, TE4-3DP, TE4-5AG, TE4-6FO	TE4-2DP, TE4-5AG, TE4-6FO, TE4-10TS
Assessment Component	Weighting		
Mandatory Technology.	50%	30%	20%
Weighting %	50%	30%	20%

**Note:** Students will study Mandatory Technology throughout Years 7 and 8. Each semester they will begin a new context.

## **Mandatory Technology Outcomes**

- 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.
- TE4-5AG** 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.
- TE4-10TS** Explains how people in technology related professions contribute to society now and into the future.

**Related Life Skills outcomes:** TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-6AG, TELS7FO, TELS-11TS.

- TELS-1DP** Communicates ideas and solutions to authentic problems or opportunities.
- TELS-2DP** Participates in planning for the production of designed solutions.
- TELS-3DP** Participates in the production of designed solutions.
- TELS-4DP** Follows safe practices in the use of tools, materials and processes for design projects.
- TELS-6AG** Describes how food and fibre are produced.
- TELS-7FO** Designs or prepares solutions for healthy eating.
- TELS-11TS** Investigates how technology has contributed to improvements in our way of life.

## Year 7 Assessment Schedule 2022

### Subject: Mandatory Technology – Semester 2

Task		Task 1 Practical Project	Task 2 Design and Production Folio
Course Component		Practical Project	Design and Communication
Due Date		Term 4, Week 5	Term 4, Week 5
Outcomes Assessed		TE4-1DP, TE4-3DP, TE4-5AG, TE4-6FO	TE4-2DP, TE4-5AG, TE4-6FO, TE4-10TS
Assessment Component	Weighting		
Mandatory Technology.	50%	30%	20%
Weighting %	50%	30%	20%

**Note:** Students will study Mandatory Technology throughout Years 7 and 8. Each semester they will begin a new context.

## **Mandatory Technology Outcomes**

- TE4-1DP** Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.
- TE4-2DP** Plans and manages the production of designed solutions.
- TE4-4DP** Designs algorithms for digital solutions and implements them in a general-purpose programming language.
- TE4-7DI** Explains how data is represented in digital systems and transmitted in networks.
- TE4-10TS** Explains how people in technology related professions contribute to society now and into the future.

**Related Life Skills outcomes:** TELS-1DP, TELS-2DP, TELS-3DP, TELS-5DP, TELS-8DI, TELS-11TS

- TELS-1DP** Communicates ideas and solutions to authentic problems or opportunities.
- TELS2-DP** Participates in planning for the production of designed solutions.
- TELS-3DP** Participates in the production of designed solutions.
- TELS-5DP** Follows simple algorithms in a range of contexts.
- TELS-8DI** Identifies how information is communicated by digital systems.
- TELS-11DS** Investigates how technology has contributed to improvements in our way of life.