



No Reward Without Effort



YEAR 7

ASSESSMENT SCHEDULES

2025

Be Respectful Be Responsible Be Cooperative

Effective: Term 1, 2025

Review Date: Term 4, 2025

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.

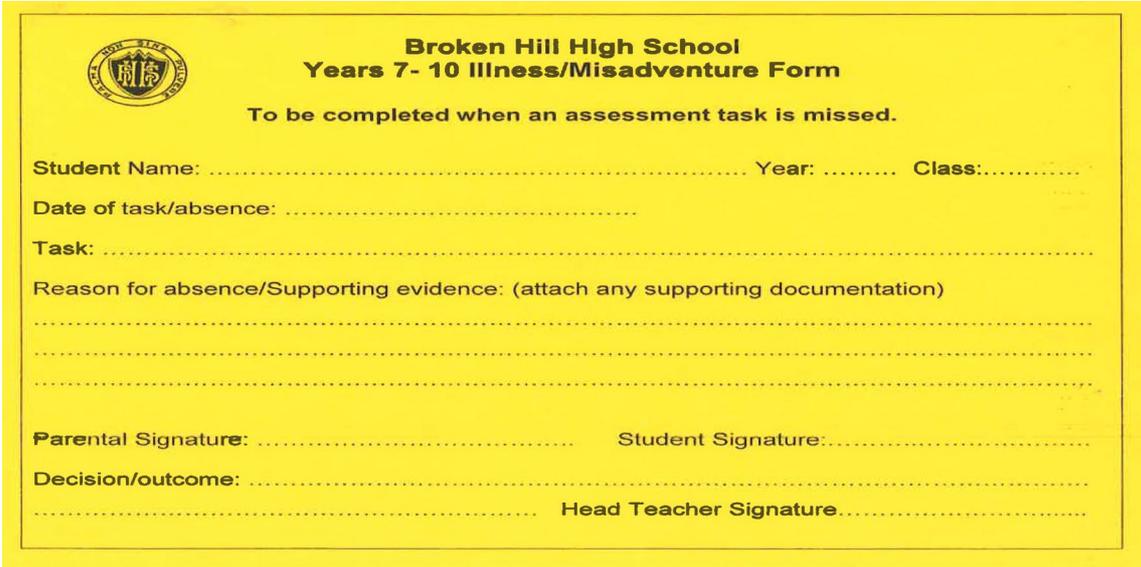
Student ill/sick on the day a task is due

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).

	
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.....
.....	

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 several sections for student and parental information, including fields for name, year, class, date of absence, task details, and reasons for absence. It also includes signature lines for the parent, student, and head teacher, as well as a section for the decision or outcome.

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

- a) Official faculty warning letter sent to parent.
- b) 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

- a) First official New South Wales Education Standards Authority (NESA) warning letter indicating failure to submit task.
- b) Phone call home to parent from classroom teacher to discuss failure to submit task.
- c) 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) A faculty letter should be sent to indicate to parents that the task is not completed.
- b) Phone home to inform parents of seriousness of incompleteness of tasks.
- c) 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 NESAs 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
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
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.
C	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.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in these processes and skills.
E	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.

Mandatory Subjects

Year 7 Assessment Schedule 2025

Subject: English

Task	Task 1	Task 2	Task 3	Task 4
Course Component	Exposition	Poetry Representation	Novel Narrative	Yearly Examination
Due Date	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 9/10	Term 4, Weeks 5/6
Outcomes Assessed	EN4-URA-01 EN4-URB-01 EN4-URC-01	EN4-URC-01 EN4-ECA-01 EN4-ECB-01	EN4-RVL-01 EN4-ECA-01 EN4-ECB-01	EN4-RVL-01 EN4-URA-01 EN4-URB-01
Life skills Outcomes	ENLS-COM-01 ENLS-URB-01 ENLS-URC-01	ENLS-RVL-01 ENLS-URA-01 ENLS-URC-01	ENLS-COM-01 ENLS-RVL-02 ENLS-ECB-01	ENLS-URA-01 ENLS-ECA-01 ENLS-ECA-02
Weighting %	25%	25%	25%	25%

English Outcomes

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.

English Life Skills Outcomes

ENLS-COM-01	Communicates in familiar or unfamiliar contexts.
ENLS-RVL-01	Engages with a range of texts.
ENLS-RVL-02	Uses reading strategies when engaging with a range of texts.
ENLS-URA-01	Identifies language and/or visual forms, features and structures.
ENLS-URB-01	Identifies ideas, experiences and values in a range of texts.
ENLS-URC-01	Makes connections with and between texts.
ENLS-ECA-01	Composes texts for everyday purposes.
ENLS-ECA-02	Composes texts using language conventions for specific purposes and audiences.
ENLS-ECB-01	Uses processes of planning and revising to develop texts.

Year 7 Assessment Schedule 2025

Subject: Languages Other Than English (LOTE) – French

Task	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8
Course Component	“Se Connaitre” Test	Les Pays Francophone	Mon animal mystérieux	La Famille	Le Sport Test	La Révolution Française	La Touissant	Les Verbes
Due Date	Term 1, Week 6	Term 1, Week 9	Term 2, Week 4	Term 2, Week 6	Term 3, Week 4	Term 3, Week 7	Term 4, Weeks 5/6	Term 4, Weeks 5/6
Outcomes Assessed	ML4-UND-01 ML4-INT-01	ML4-INT-01	ML4-CRT-01 ML4-INT-01	ML4-UND-01 ML4-CRT-01	ML4-UND-01	ML4-INT-01	ML4-UND-01	ML4-INT-01 ML4-UND-01
Life skills Outcomes	MLLS-UND- 01 MLLS-INT-01	MLLS-INT-01	MLLS-INT- 01	MLLS- UND-01	MLLSUND-01	MLLS-INT-01	MLLS-UND- 01	MLLS-INT-01 MLLS-UND-01
Weighting %	12.5%	12.5%	12.5%	12.5%	12.5%	12.5%	12.5%	12.5%

LOTE – French Outcomes

- ML4-INT-01** Exchanges information and opinions in a range of familiar contexts by using culturally appropriate language.
- ML4-UND-01** Interprets and responds to information, opinions and ideas in texts to demonstrate understanding.
- ML4-CRT-01** Creates a range of texts for familiar communicative purposes by using culturally appropriate language.

LOTE – French Life Skills Outcomes

- MLLS-INT-01** Communicates with others in familiar contexts using gestures, actions, and/or culturally appropriate language.
- MLLS-UND-01** Responds to information, opinions and/or ideas in texts to demonstrate understanding.
- MLLS-CRT-01** Creates texts for a range of purposes using culturally appropriate modelled language.

Year 7 Assessment Schedule 2025

Subject: Mathematics

Task	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
Course Component	In-Class Topic Test	In-Class Topic Test	Half Yearly Examination	In-Class Topic Test	In-Class Topic Test	Yearly Examination
Due Date	Term 1, Week 6	Term 1, Week 10	Term 2, Weeks 5/6	Term 3, Week 5	Term 3, Week 9	Term 4, Weeks 5/6
Outcomes Assessed	MA4-IND-C-01 MAO-WM-01	MA4-INT-C-01 MAO-WM-01	Outcomes as listed on the Scope and Sequence for Semester One.	MA4-LEN-C-01 MA4-ARE-C-01 MA4-RAT-C-01 MA4-FRC-C-01 MAO-WM-01	MA4-FRC-C-01 MAO-WM-01	All outcomes
Weighting %	10%	10%	25%	10%	10%	35%

Mathematics Outcomes

MAO-WM-01	Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.
MA4-IND-C-01	Operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws.
MA4-INT-C-01	Compares, orders and calculates with integers to solve problems.
MA4-LIN-C-01	Creates and displays number patterns and finds graphical solutions to problems involving linear relationships.
MA4-ALG-C-01	Generalises number properties to operate with algebraic expressions including expansion and factorization.
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-RAT-C-01	Solves problems involving ratios and rates, and analyses distance– time graphs.
MA4-FRC-C-01	Represents and operates with fractions, decimals and percentages to solve problems.
MA4-DAT-C-01	Classifies and displays data using a variety of graphical representations.
MA4-PRO-C-01	Solves problems involving the probabilities of simple chance experiments.
MA4-ANG-C-01	Applies angle relationships to solve problems, including those related to transversals on sets of parallel lines.
MA4-GEO-C-01	Identifies and applies the properties of triangles and quadrilaterals to solve problems.
MA4-VOL-C-01	Applies knowledge of volume and capacity to solve problems involving right prisms and cylinders.

Year 7 Assessment Schedule 2025

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 3/4	Term 3, Weeks 7/8	Term 4, Weeks 4/5
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%
Weighting %	100%	25%	25%	25%	25%

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 2025

Subject: Geography

Task	Task 1	Task 2
	Fieldwork Task	Research Task
Course Component	Water in The World	Place and Liveability
Due Date	Term 3, Weeks 6/7	Term 4, Weeks 4/5
Outcomes Assessed	<p>GE4-2 Describes processes and influences that inform and transform places and environments.</p> <p>GE4-3 Explains how interactions and connections between people, places and environments result in change.</p> <p>GE4-8 Communicates, geographical information using a variety of strategies.</p>	<p>GE4-1 Locates and describes the diverse features and characteristics of a range of places and environments.</p> <p>GE4-6 Explains the differences in human wellbeing.</p> <p>GE4-7 Acquires and processes geographical information by selecting and using geographical tools for inquiry.</p>
Weighting %	50%	50%

Year 7 Assessment Schedule 2025

Subject: History

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

Year 7 Assessment Schedule 2025

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

Task		Task 1 In class task	Task 2 Half Yearly Examination	Task 3 PBL Task (NHPE Day)	Task 4 Ongoing Practical Assessment
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 10	Term 2, Weeks 5/6	Term 3, Week 9	Terms 1 – 4
Outcomes Assessed		PD4-1 PD4-2 PD4-6	PD4-1 PD4-2 PD4-3 PD4-9 PD4-10	PD4-6 PD4-7 PD4-8	PD4-4 PD 4-5 PD 4-8 PD 4-11
Assessment Component	Weighting				
Who am I?	20%	15%	5%		
Don't be a Bully.	15%		15%		
Move it or Lose it.	15%			15%	
Practical Skills and Knowledge	50%			5%	45%
Weighting %	100%	15%	20%	20%	45%

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 2025

Subject: Music

Task		Task 1 Duration	Task 2 Pitch	Task 3 Guitar	Task 4 Composition
Due Date		Term 1, Week 9	Term 2, Week 9	Term 3, Week 9	Term 4, Week 6
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.	45%	Drum Performance 15%	Piano Performance 15%	Guitar Performance 15%	
Aural/musicology.	30%	Topic Test 10%	Topic Test 10%		Research Task 10%
Composition.	25%	8 Bar Rhythm 5%	Piano Melody 5%	Guitar Riff 10%	Digital Song 5%
Weighting %	100%	30%	30%	25%	15%

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 2025

Subject: Mandatory Technology – Agriculture and Food Technologies (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		
Agriculture and Food Technologies.	50%	30%	20%
Weighting %	50%	30%	20%

Note: Students will study all 4 contexts of 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 2025

Subject: Mandatory Technology – Agriculture and Food Technologies (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		
Agriculture and Food Technologies.	50%	30%	20%
Weighting %	50%	30%	20%

Note: Students will study all 4 contexts of 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 2025

Subject: Mandatory Technology – Digital Technologies (Semester 1)

Task		Task 1 Coding Your Dream House	Task 2 Digital Folio
Course Component		Control Technologies	Project and Folio
Due Date		Term 2, Week 5	Term 2, Week 5
Outcomes Assessed		TE4-1DP TE4-4DP TE4-7DI	TE4-2DP TE4-7DI TE4-10TS
Assessment Component	Weighting		
Digital Technologies.	50%	20%	30%
Weighting %	50%	20%	30%

Note: Students will study all 4 contexts of 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.

Year 7 Assessment Schedule 2025

Subject: Mandatory Technology – Digital Technologies (Semester 2)

Task		Task 1 Coding Your Dream House	Task 2 Digital Folio
Course Component		Control Technologies	Project and Folio
Due Date		Term 4, Week 5	Term 4, Week 5
Outcomes Assessed		TE4-1DP TE4-4DP TE4-7DI	TE4-2DP TE4-7DI TE4-10TS
Assessment Component	Weighting		
Digital Technologies.	50%	20%	30%
Weighting %	50%	20%	30%

Note: Students will study all 4 contexts of 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.

Year 7 Assessment Schedule 2025

Subject: Mandatory Technology – Engineered Systems (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 TE4-8EN	TE4-2DP TE4-8EN TE4-10TS
Assessment Component	Weighting		
Engineered Systems.	50%	30%	20%
Weighting %	50%	30%	20%

Note: Students will study all 4 contexts of 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.
TE4-8EN	Explains how force, motion and energy are used in engineered systems.
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-9EN, 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-9EN	Explores how force, motion or energy are used in everyday engineered systems.
TELS-11TS	Investigates how technology has contributed to improvements in our way of life.

Year 7 Assessment Schedule 2025

Subject: Mandatory Technology – Engineered Systems (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 TE4-8EN	TE4-2DP TE4-8EN TE4-10TS
Assessment Component	Weighting		
Engineered Systems.	50%	30%	20%
Weighting %	50%	30%	20%

Note: Students will study all 4 contexts of 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.
TE4-8EN	Explains how force, motion and energy are used in engineered systems.
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-9EN, 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-9EN	Explores how force, motion or energy are used in everyday engineered systems.
TELS-11TS	Investigates how technology has contributed to improvements in our way of life.

Year 7 Assessment Schedule 2025

Subject: Mandatory Technology – Materials 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 4	Term 2, Week 4
Outcomes Assessed		TE4-1DP TE4-3DP TE4-9MA	TE4-2DP TE4-9MA TE4-10TS
Assessment Component	Weighting		
Materials Technology.	50%	30%	20%
Weighting %	50%	30%	20%

Note: Students will study all 4 contexts of 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.
TE4-9MA	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.

Related Life Skills outcomes: TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-10MA, 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-10MA	Selects and uses a range of tools, materials and processes appropriately in the development of products.
TELS-11TS	Investigates how technology has contributed to improvements in our way of life.

Year 7 Assessment Schedule 2025

Subject: Mandatory Technology – Materials 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 4	Term 4, Week 4
Outcomes Assessed		TE4-1DP TE4-3DP TE4-9MA	TE4-2DP TE4-9MA TE4-10TS
Assessment Component	Weighting		
Materials Technology.	50%	30%	20%
Weighting %	50%	30%	20%

Note: Students will study all 4 contexts of 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.
TE4-9MA	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.

Related Life Skills outcomes: TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-10MA, 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-10MA	Selects and uses a range of tools, materials and processes appropriately in the development of products.
TELS-11TS	Investigates how technology has contributed to improvements in our way of life.