

# Erskine Park High School



Year 7 - 2020

Assessment Handbook

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## 2020 YEAR 7 - CALENDAR OF ASSESSMENT TASKS

Wk	TERM 1 2020 29/1/2020 – 10/4/2020	TERM 2 2020 28/4/2020 – 3/7/2020	TERM 3 2020 21/7/2020 – 25/9/2020	TERM 4 2020 14/10/2020– 20/12/2020
<b>1</b>				
<b>2</b>		Chinese HSIE		Chinese HSIE
<b>3</b>			Music	
<b>4</b>				Mathematics
<b>5</b>		PDHPE		Music Science
<b>6</b>	Music		HSIE Music	
<b>7</b>	Mathematics PDHPE	Mathematics Music	English Mathematics	
<b>8</b>	HSIE Technology Mandatory	Technology Mandatory	<b>PDHPE</b> Technology Mandatory	Technology Mandatory
<b>9</b>	English	English Science	Chinese	
<b>10</b>	Chinese			
<b>11</b>				

## 2020 YEAR 7 – ASSESSMENT PLANNER

Wk	TERM 1 2020 29/1/2020 – 12/4/2020	TERM 2 2020 29/4/2020 – 5/7/2020	TERM 3 2020 22/7/2020 – 27/9/2020	TERM 4 2020 14/10/2020– 20/12/2020
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

# Year 7 Assessment and Misadventure Information

## 1. The Purpose of Assessment

- a) Assessment is the process that teachers use to gather information and make judgements about the learning of the students. The assessment is designed to complement the teaching programs delivered by the teacher to determine students understanding of content knowledge and the development of subject specific skills.
- b) Teachers use a range of assessment formats including tests, practical tasks, oral presentations, research projects, process diaries and other forms of formal assessment. Assessment tasks may be completed in class, at home or in a combination of classwork and homework. The purpose of each assessment tasks is to provide students with the opportunity to demonstrate their level of achievement in the outcomes of the course.
- c) Formal assessment is used in conjunction with assessments of student learning made in the course of study to inform the grading of outcomes. These outcome grades are presented each semester in the semester report for that subject.

## 2. Assessment Task Schedules

- a) Students will be provided with a schedule of their formal assessment tasks at the beginning of each course.
- b) These schedules will be provided for each course offered in that academic year.
- c) The Schedules will include important information regarding the outcomes assessed and the nature of the tasks, as well as the date which each task will be due for submission.
- d) Where assessment tasks are not of the same value or weighting across the year, explicit information as to the weighting of the task will be made clear in the assessment schedule.
- e) Each course will be assessed using a minimum of two (2) formal tasks and will form the basis of report outcomes presented each semester.
- f) If at any time an assessment schedule needs to be modified, this notification will be given in writing to all affected students.

## 3. Notification of Assessment Task

- a) Students should receive a notification of an assessment task in a fair, equitable and timely manner. All students will be notified of a formal assessment task at least two weeks before the submission due date for the task.
- b) Students should all, as much as is practicable, be provided with the same amount of time to complete a formal assessment task.
- c) Assessment tasks notifications should be provided to students using the accepted school assessment task notification format.
- d) Where a student is absent from school when the assessment notification is distributed, it is the responsibility of the student to seek the assessment task notification

#### 4. Modification

- a) Assessment tasks will be modified or scaffolded to provide opportunity for all students to access the curriculum and demonstrate their achievement of course outcomes.
- b) Modifications may include simplified or alternate tasks, additional support in completing tasks or extended time to complete tasks.
- c) Students may also access reading assistance, writing assistance or extended times in formal examinations to support their equitable access to the task.
- d) Parents should contact the teaching and learning team to discuss additional support requirements of their children.

#### 5. Submission

- a) All assessment tasks are compulsory for all students
- b) The assessment task notice and instructions will clearly describe the nature and format that should be used to complete the task. Students and parents should refer to the assessment task notification to determine what form the task should take and how it should be submitted.
- c) Assigned tasks should be completed and submitted on or before the due date and each faculty is responsible for collecting tasks to ensure accurate recording/receipting of the time and date that the student submits the task.
- d) Where student is unable to attend school on the due date of an assessment task, a relative or friend may submit the task to the main office or the class teacher on the due date.
- e) Unless other arrangements have been negotiated with the head teacher by the student or parents of the student, in class assessments and examination must be completed at the scheduled date and time.

#### 6. Late Submission / Misadventure

- a) In special circumstances where a student is unable to complete or submit an assessment task by the due date and time, consideration may be given for extension or exemption. This must be sought in writing using the misadventure form (**shown on the following page**) with appropriate documentation attached and submitted to the Head Teacher of the faculty concerned.
- b) If a student knows ahead of time that they will not be present on the date a task is due to be completed or submitted, they must contact the Head Teacher of the faculty and negotiate alternative arrangements.
- c) Extensions of time are generally only given in special circumstances such as extended or unexpected illness, or external factors out of the students control which impacts a significant period of time prior to the submission date.
- d) Computer or printer problems will not generally be considered to be an acceptable reason for failure to submit tasks or for late submission. It is the responsibility of the student to ensure documents are frequently saved and that they are printed with sufficient time to seek alternative printing facilities should a problem arise.

- e) A task will be considered late if it is submitted to the teacher after the scheduled due date and time.
- f) Penalties may apply for tasks submitted after the due date and time if no effort has been made to negotiate alternative arrangements with the head teacher.

## **7. Failure to Submit an Assessment Task**

- a) Failure to complete or submit an assessment task will result in the task being awarded a “zero” grade. This may significantly impact a student’s ability to demonstrate successful achievement of course outcomes.
- b) Classroom teachers are responsible for notifying parents of a student’s failure to submit an assessment task. This will be in the form of an official notification sent to parents.
- c) Despite penalties, students will be required to submit the missed assessment task or a negotiated alternative task.

## **8. Malpractice**

- a) Assessment tasks must be a student’s own work. Where malpractice occurs a “zero” mark will be awarded.
- b) Malpractice may take a number of forms including plagiarism, cheating in an examination, collusion with another student (working together on the same task or sharing a substantial quantity of the work), disrupting an examination or failing to follow directions of staff or administrators during an examination.
- c) Students may also be guilty of malpractice if they are in possession of a mobile phone or internet compatible device during an examination or assessment task where the possession or use of these devices is prohibited.
- d) Students may be required to re-sit an examination or complete an alternative task if malpractice is evident.

## **9. Non-serious Attempt at an Assessment Task**

- a) A non-serious attempt is considered a failure to make a reasonable effort to complete a task to a standard of which the student is capable.
- b) A non-serious attempt may be due to a students’:
  - i. Failure to complete some or all sections of a task
  - ii. Inclusion of clearly inappropriate material which is not related to the task or examination.
  - iii. A task or part of a task which is completed to a very low standard, or which is inappropriately brief or superficial in nature. The expected standard of tasks should align with the abilities of the student completing the task
- c) The faculty Head Teacher will determine if a non-serious attempt has been made at a task and will make contact with parents to notify them. This notification will be in the form of an official letter and may be accompanied by a telephone call.
- d) A student may incur a penalty for a non-serious attempt at an assessment task as decided by the Head Teacher of the faculty.

## 10. Appeals

- a) Parents who have concerns about assessment processes should first make contact with the Teacher of the class involved. The Head Teacher will be notified of the concerns and make contact with parents to resolve the issues at a faculty level.
- b) Where this process is unsuccessful at resolving the concerns, an appeal may be completed and submitted to the Deputy Principal for review. A review will be undertaken in cases of:
  - i. Misadventure
  - ii. Concerns about the correct use of process in notification, grading or weighting of tasks
  - iii. Perceived inequity of the task or processes to ensure all students have the capacity to accurately demonstrate their capacity to demonstrate learning outcomes.





# ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 7 AGRICULTURE

FACULTY: TAS 1

		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 1 Week 9 Completed: AT SCHOOL/HOME	Term 2 Week 4 Completed: AT SCHOOL	Term 3 Week 9 Completed: AT SCHOOL/HOME	Term 4 Week 4 Completed: AT SCHOOL
		Agricultural Research Careers	Plant Production Vegetable Writing Task	Animal Production Experimental Design & Practical Assessment	Yearly Examination
Introduction to Agriculture	20%	AG4-2, AG4-3, AG4-4, AG4-10	AG4-5, AG4-6, AG4-13, AG4-14	AG4-7, AG4-10, AG4- 11, AG4-12	AG4-1, AG4-2, AG4-3, AG4-5, AG4-6, AG4-7, AG4-8, AG4-9, AG4-10, AG4-12, AG4-13, AG4-14
Plant Production 1	40%				
Animal Production 1	40%				
<b>Total</b>	<b>100%</b>				

# Syllabus Outcomes

- AG4-1 describes a range of plant species and animal breeds used in agricultural enterprises
- AG4-2 outlines the interactions within and between agricultural enterprises and systems
- AG4-3 identifies and explains interactions between the agricultural sector and Australia's economy, culture and society
- AG4-4 implements responsible production of plant and animal products
- AG4-5 identifies how agricultural products are used in industry and by consumers
- AG4-6 identifies and uses skills to manage the interactions within plant production enterprises
- AG4-7 identifies and uses skills to manage the interactions within animal production enterprises
- AG4-8 examines the impact of past and current agricultural practices on agricultural sustainability
- AG4-9 identifies aspects of profitability, technology, sustainability and ethics that affect management decisions
- AG4-10 implements and appreciates the application of animal welfare guidelines to agricultural practices
- AG4-11 undertakes controlled experiments in agricultural contexts
- AG4-12 communicates experimental data using a range of information and communication technologies
- AG4-13 follows safety and hygiene instructions when using chemicals, tools and agricultural machinery in accordance with Work Health and Safety requirements
- AG4-14 demonstrates plant and/or animal management practices safely and in collaboration with others



# ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 7 CHINESE

FACULTY: HSIE / LOTE

		TASK 1	TASK 2	TASK 3	TASK 4	
		Contacting my Sister School Buddy	In Class Examination	Cultural Essay on Chinese Food	In Class Examination	
<b>SYLLABUS OUTCOMES</b>	<b>SYLLABUS COMPONENTS</b>	Wk 10, Term 1 <b>Completed at Home</b>	Wk 2, Term 2 <b>Completed in Class</b>	Wk 9, Term 3 <b>Completed In Class</b>	Wk 2, Term 4 <b>Completed In Class</b>	
4.UL.3; 4.UL.4 4.MLC.2;	Speaking Writing Making linguistic connections	✓				
4.UL.1; 4.UL.2 4.UL.4	Listening & Responding Reading & Responding Writing		✓			
4.UL.1; 4.UL.2 4.UL.4 4.MLC.1; 4.MLC.2; 4.MBC.1; 4.MBC.2	Listening & Responding Reading & Responding Writing Making linguistic connections Moving between cultures					
4.MBC.1 4.MBC.2	Making linguistic connections Moving between cultures			✓		
4.UL.3 4.MLC.2	Speaking Making linguistic connections				✓	
<b>TOTAL MARK</b>		100	20%	25%	35%	20%

# Syllabus Outcomes

- 4.UL.1 demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately
- 4.UL.2 demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately
- 4.UL.3 establishes and maintains communication in familiar situations
- 4.UL.4 applies a range of linguistic structures to express own ideas in writing
- 4.MLC.1 demonstrates understanding of the importance of appropriate use of language in diverse contexts
- 4.MLC.2 explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Chinese
- 4.MBC.1 demonstrates understanding of the interdependence of language and culture
- 4.MBC.2 demonstrates knowledge of key features of the culture of Chinese-speaking communities.



# ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 7 ENGLISH

FACULTY: English

			TASK 1	TASK 2	TASK 3
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Through my Window Assessment	Novel Assessment	Will's World Assessment
			Wk 9, Term 1	Wk 9, Term 2	Wk 7, Term 3
			Completed in class	Completed in class	Completed at home + in class
<ul style="list-style-type: none"> <li>• EN4-1A</li> <li>• EN4-2A</li> </ul>	Communicate through speaking, listening, reading, writing, viewing and representing		✓	✓	✓
<ul style="list-style-type: none"> <li>• EN4-3B</li> <li>• EN4-4B</li> </ul>	Use language to shape and make meaning according to purpose, audience and context		✓	✓	✓
<ul style="list-style-type: none"> <li>• EN4-5C</li> <li>• EN4-6C</li> </ul>	Think in ways that are imaginative, creative, interpretive and critical		✓	✓	✓
<ul style="list-style-type: none"> <li>• EN4-7D</li> <li>• EN4- 8D</li> </ul>	Express themselves and their relationships with others and their world		✓	✓	✓
<ul style="list-style-type: none"> <li>• EN4-9E</li> </ul>	Learn and reflect on their learning through their study of English		✓	✓	✓

# Syllabus Outcomes

EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts

EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence

EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

EN4-6C identifies and explains connections between and among texts

EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

EN4-8D identifies, considers and appreciates cultural expression in texts

EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning



# ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 7 HSIE  
 FACULTY: HSIE

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Wk 8, Term 1	Wk 2, Term 2	Wk 6, Term 3	Wk 2, Term 4
			In class exam & assignment at home	Research assignment completed at home	In class exam	Research assignment completed at home
GE4-7 GE4-8	Acquiring geographical information Maps Graphs and statistics		✓			
GE4-3 GE4-5 GE4-7 GE4-8	Processing geographical information Communicating geographical information Fieldwork Visual representation Spatial technologies			✓		
HT4-2 HT4-4 HT4-6	Comprehension, chronology, terms and concepts Analysis and use of sources Perspectives and interpretation				✓	
HT4-3 Ht4-7 HT4-10	Empathetic understanding Research Explanation and communication.					✓
<b>TOTAL MARK</b>		<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>

# Syllabus Outcomes

GE4-1 locates and describes the diverse features and characteristics of a range of places and environments  
GE4-3 explains how interactions and connections between people, places and environments result in change  
GE4-5 discusses management of places and environments for their sustainability  
GE4-7 acquires and process geographical information by selecting and using geographical tools for inquiry  
GE4-8 communicates geographical information using a variety of strategies.

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  
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  
HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past





# ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 7 MATHEMATICS

FACULTY: Mathematics

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Wk 7, Term 1	Wk 7/8 Term 2	Wk 7/8 Term 3	Wk 4, Term 4
			Completed in class	Completed in class	Completed in class	Completed in class
<ul style="list-style-type: none"> <li>• MA4-4NA</li> <li>• MA4-18MG</li> </ul>	Integers Angle Relationships		✓			
<ul style="list-style-type: none"> <li>• MA4-4NA</li> <li>• MA4-5NA</li> </ul>	Whole numbers Fractions and Percentages			✓		
<ul style="list-style-type: none"> <li>• MA4-8NA</li> <li>• MA4-10NA</li> <li>• MA4-17MG</li> <li>• MA4-5NA</li> </ul>	Algebra and Equations Geometry Decimals				✓	
<ul style="list-style-type: none"> <li>• MA4-12MG</li> <li>• MA4-13MG</li> <li>• MA4-14MG</li> <li>• MA4-11NA</li> <li>• MA4-19SP</li> <li>• MA4-20SP</li> </ul>	Length, Area and Volume The Number Plane Analysing Data					✓
<b>TOTAL MARK</b>		<b>100</b>	25%	25%	25%	25%

# Syllabus 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.

MA4-8NA: generalises number properties to operate with algebraic expressions.

MA4-17MG: classifies, describes and uses the properties of triangles and quadrilaterals.

MA4-18MG: identifies and uses angle relationships, including those related to transversals on sets of parallel lines.

MA4-20SP: analyses single sets of data using measures of location, and range.



# ASSESSMENT SCHEDULE – 2020

COURSE: MUSIC – YEAR 7

FACULTY: Creative and Performing Arts

			TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	TASK 7	TASK 8
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Theory Exam	Practical Task	Practical Task	Composition Task	Practical Task	Practical Task	Practical Task	Musicology Task
			Wk3 to Wk9, Term 1	Wk4 to Wk11, Term 1	Wk3 to Wk10, Term 2	Wk4 to Wk10, Term 2	Wk1 to Wk5, Term 3	Wk6 to Wk10, Term 3	Wk2 to Wk10, Term 4	Wk2 to Wk10, Term 4
			Completed (In Class)	Completed (In Class)	Completed (In Class)	Completed (In Class)	Completed (In Class)	Completed (In Class)	Completed (In Class)	Completed (In Class)
•4.1 •4.2 •4.3	Performing			✓	✓		✓	✓	✓	
•4.4 •4.5 •4.6	Composing		✓			✓				✓
•4.7 •4.8 •4.9 •4.10	Listening		✓							✓
<b>TOTAL MARK</b>		<b>100</b>	<b>10</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>10</b>

# Syllabus Outcomes

## **Performing**

- 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

## **Composing**

- 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

## **Listening**

- 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 art form
- 4.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences



# ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 7 PDHPE

FACULTY: PDHPE

			TASK 1	TASK 2	TASK 3
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Literacy & Numeracy	Practical Athletics	Sem 3 Examination
			Wk7, Term 1	Wk5, Term 2	Wk 8/9, Term 3
			Completed (home)	Completed (class)	Completed (class)
PD4-2, PD4-4, PD4-5, PD4-6, PD4-11	Knowledge, Understanding and Skills	50%	PD4-4	PD4-11	PD4-2, PD4-4, PD4-6
PD4-1, PD4-7, PD4-10	Values and Attitudes	50%	PD4-1		PD4-1, PD4-10
<b>TOTAL MARK</b>		<b>75</b>	<b>20</b>	<b>25</b>	<b>30</b>

# Syllabus 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
- PD4-4** 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
- PD4-10** 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



# ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 7 SCIENCE

FACULTY: Science

			TASK 1	TASK 2	
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS		Research Task	Examination	
			Week 9 Term 2 Completed (Partially in class, partially at home)	Week 5 Term 4 Completed (In Class)	
WEIGHTING					
SC4- <ul style="list-style-type: none"> <li>• 10PW</li> <li>• 11PW</li> <li>• 12ES</li> <li>• 15LW</li> <li>• 16CW</li> </ul>	Knowledge and Understanding		40%	✓	✓
• SC4-4WS	Working Scientifically	Questioning and Predicting	60%		✓
• SC4-5WS		Planning Investigations		✓	✓
• SC-6WS		Conducting Investigations			
• SC-7WS		Processing and analysing data and information		✓	✓
• SC4-8WS		Problem-solving			✓
• SC4-WS9		Communicating		✓	

**Note:** In addition to these formal assessments, student achievement of outcomes will be assessed informally in class throughout the year.

# Syllabus Outcomes

## Stage 4 Science Outcomes

A student:

### Values and Attitudes

- SC4-1VA appreciates the importance of science in their lives and the role of scientific enquiry in increasing understanding of the world around them
- SC4-2VA shows a willingness to engage in finding solutions to science related personal, social and global issues, including shaping sustainable futures

### Working Scientifically

- 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
- SC4-7WS processes and analyses data from a firsthand investigation and secondary sources to identify trends, patterns and relationships and draw conclusions
- SC4-8WS selects and uses appropriate strategies, understanding and skill to produce creative and plausible solutions to identify problems
- SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations

### Knowledge and Understanding

- 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 management and use
- SC4-14LW relates the structure and function of living things to their classification, survival and reproduction
- SC4-16CW describe the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles





# ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 7 TECHNOLOGY MANDATORY

FACULTY: TAS 1

Terms 1 – 4

Assessment - Design Project and Portfolio

**Due Week 8\* of each term**

Context Area	Unit Name	Weighting	Outcomes
Agriculture and Food Technologies	Grow and Thrive	25%	TE4 - 1DP, TE4 - 2DP, TE4 - 3DP, TE4 – 5AG, TE4 – 10TS
Digital Technologies	Fast and Curious	25%	TE4 – 1DP, TE4 – 2DP, TE4 – 4DP, TE4 – 7DI, TE4 – 10TS
	The Amazing Game	10%	TE4 – 7DI, TE4 – 10TS
Engineered Systems	Go the Distance	25%	TE4 - 1DP, TE4 - 2DP, TE4 - 3DP, TE4 – 8EN, TE4 – 9MA, TE4 – 10TS
Material Technologies	Operation Guess Who (Textiles)	15%	TE4 - 1DP, TE4 - 2DP, TE4 - 3DP
	Total	100%	

TAS 1 Units	TAS 2 Units
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\*Each term, students study different context areas. Ongoing assessment will be conducted for each context area.

# Syllabus 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

TE4-4DP 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