



ASSESSMENT SCHEDULES

Welcome to Year 7

Year 7 marks the start of your high school journey and to ensure that you achieve the best that you can, this handbook outlines information regarding your assessment requirements and support and processes to help you plan ahead and be successful. Each subject has a published schedule of assessment tasks that must be completed throughout the year in order for a grade to be awarded to a student.

We hope that you will read this information together with your parents/carers, in order to understand the school's expectations regarding assessment and to assist in organising time for you to complete necessary homework and assessment tasks successfully. Ensure you keep the booklet in a safe place, remembering to put all the tasks that you have due on a calendar or use the planner provided, so you can plan, complete, handing in all tasks on time by the due date. This is important practice for managing your workload throughout secondary school.

This year will be a very important year for you as you are in year 7. Year 7 requires a new level of maturity, personal responsibility and a recognition that your primary school years are about to be left behind. Be guided by your teachers on **'being the best you can be'**.

HOW CAN PARENTS/CAREGIVERS HELP?

- Take an active interest in your child's homework and assessment tasks
- Support your child in setting aside time each day for them to complete set tasks and prepare for future ones
- Provide a dedicated place for homework and study if possible
- Communicate with teachers any concerns about the nature of tasks or your child's approach to homework and assessment tasks
- Encourage your children to read and take an interest in current events
- Alert the school, as early as possible, to any circumstances that may need to be taken into consideration when homework and assessment tasks are being set or marked
- If you have any questions about the information contained in this booklet, please contact the head teacher of the relevant faculty.

Remember good grades do not just happen. They happen because of hard work and dedication!
Best wishes for a successful year!

Mr Tim Lloyd
Principal

Our strategic improvement plan overview

Everything we do at Plumpton HS links to the achievement of growth in learning and wellbeing for our students. We are working on a new school plan in 2024 and will share this with you as we all work together to **'be the best we can be'**

Accessing Support

There are many places to seek support at Plumpton High School if you need extra help.

Classroom Teachers and Head Teachers

Teachers understand the pressures of starting high school. If you are worried about classwork or assessment tasks please speak with your teacher promptly. They are able to clarify expectations and tasks. Head Teachers are also available if you need further help.

The da Vinci Teaching and Learning Centre (located in Library)

The centre is a busy hub where you can ask our librarian for help researching and locating information online or in books. Support is available to show you the tricks to researching smarter not harder, how to find books and credible websites. You can also meet with others in your class there to collaborate on a task or project.

The da Vinci staff are also able to help if there is something you are learning in class that you don't understand or if you need help getting started on an assessment task. They can provide one on one help or work together with a group of students. All you need to do is to let one of the da Vinci teachers know that you need help and they will work out a suitable time to meet with you and assist you with your learning.

Positive Psychology Team

Your wellbeing is a major concern of your positive psychology teacher and Mr Streatfeild, our Wellbeing head teacher. They can offer support for a range of issues, including:

- stress
- an unexpected change of circumstances
- family issues
- pressure from work, home, friendship breakdowns
- financial hardship
- study

They listen, support you where they can and refer you to more specialised help if needed.

Principal and Deputy Principal

Mr Lloyd and Mrs Nash are always available to discuss any issues or queries that may be concerning you. Please call in and have a chat. It is always better to discuss a concern than let something become a major issue. The office staff can always pass on a message if we are not available when you visit.

Counsellors and School Psychologist

The counselling team at Plumpton are available to discuss any concerns that require more specialised support. You can self-refer by using the forms outside the counsellor office, however a conversation with the principal, deputy or wellbeing head teacher may speed up the referral process. Our counsellors can help with a range of concerns including, stress, anxiety and relationship issues with friends, family and others. Counsellor support can help you manage an issue that you felt was getting out of control. It can be challenging to accept this support, but it is often very worthwhile.

School Work Support Program

This program was introduced in 2021 and enables students to build an increased intellectual learning capacity by creating opportunities for incremental, achievable and measurable growth and success. It also builds a sense of belonging and school spirit where students can fulfil their personal responsibility by contributing positively as a *Safe Respectful Learner* to the school community in the completion of their schoolwork. Students will be able to engage in the program voluntarily to support their learning towards the attainment of excellence.

In addition, students who choose to demonstrate behaviours / actions that are contrary to their responsibilities as a learner and the school's vision of being a learner, will be required to participate in the completion of school work with support from teachers in the School Work support program.

The program will run on Wednesday and Thursday afternoons between 2:45-4:00pm in the Library (Da Vinci Learning and Resource Centre). During this time the School Work Support Program Coordinators will support students to develop their learning capacity and positive behaviours conducive to learning. This supports wellbeing so that students *can be the best that they can be*, contributing individually and collaboratively with a greater level of confidence.

School Assessment Policy and Procedures

It is your responsibility to read this information carefully. The following points apply to all students studying any subject in any Faculty at Plumpton High School.

Satisfactory Course Completion

For each course the Principal will need to declare that a student has:

- followed an approved course of study
- applied themselves with diligence and sustained effort
- participated in and achieved some or all of the course outcomes.

Attendance at school and in classes is critical to a student achieving course outcomes.

Rights and Responsibilities

THE SCHOOL IS RESPONSIBLE FOR PROVIDING:

- guidelines for assessment in each course
- an assessment schedule and course requirements for each course
- at least two weeks notification that an assessment task will take place or be due
- appropriate notice of a change to a previously notified task
- prompt feedback on each task (if you are concerned about a mark or rank on a particular task speak to your teacher as soon as possible after results are issued)
- advice on procedures to be followed in the event of an illness or misadventure preventing you from completing an assessment task or examination
- advice on the procedure and consequences which flow from failure to maintain satisfactory progress.

AS A STUDENT, YOU ARE RESPONSIBLE FOR:

- meeting all course requirements
- applying yourself with diligence and sustained effort to the set tasks and experiences provided in each course
- making a serious attempt at all assessment tasks.
- integrity – work submitted must be your own and sources consulted must be acknowledged
- submitting all tasks on or before the due date.

Submission of Assessment Task

All tasks are to be handed in at a common time. Tasks can be handed in before that time. The set time is at the beginning of the period in which the subject occurs. However, when the same task is set for classes on different lines the head teacher of that subject will establish a common set time.

Students must read the assessment task notification carefully, as it stipulates the method of submission for that task. Assessment Tasks may require the student to hand the task to the teacher, submit via Google Classroom clicking the 'submit' button or another method written on the assessment task notification.

Students must complete all tasks to the best of their ability. All tasks must be completed by the due date. Computer or printer failure cannot be taken as an acceptable reason for failure to submit a task on time. It is the student's responsibility to save, and back-up work frequently. If computer and printer failure occur, the student must submit their last printed hard copy as evidence of work completed. If the assessment task is to be submitted on a USB, the last saved copy is to be submitted.

Absent for Submission of Task

If you are absent and cannot personally deliver a task to school, then arrangements must be made to ensure it arrives before the period on the due date. This may mean a friend or relative bringing it to the school to have the work delivered by hand or email to your teacher.

On the day of a task, it is expected that all students are present for their normal timetable, in line with school policy. If a student is not present to hand in or complete an assessment task then a completed Application for Special Consideration for Accident/Illness/Misadventure/Special Circumstances form with a medical certificate, or other appropriate documentation, will be required. Forms can be copied from this book, the school website/Sentral Portal or from the Faculty Head Teacher.

Academic Integrity Policy

At Plumpton High School, we value the work and effort our students put in to completing assessment tasks. The Academic Integrity Policy (outlined below) pertain to students being honest and fair in their work. This means students must do their own work and give credit if they use someone else's ideas. When submitting work, students agree to follow the five principles:

- Act responsibly with honesty and integrity when undertaking work.
- Not falsify their academic work.
- Seek permission to use the work of others, where required.
- Acknowledge/reference appropriately the work of others including visual images.
- Take reasonable steps to ensure that other students are unable to copy or misuse their work.

Assessment and Reporting to Parents

Assessment is an opportunity to show **what you know** and **what you can do**. In project based learning, we assess as we learn. These assessments are called formative checkpoints. The formative checkpoints check for understanding throughout the unit of work and help you to be successful as you work towards the final assessment, called our project.

We measure how well you have achieved the outcomes of a particular course using both formative checkpoints and the completion of projects. As a result, your teachers can diagnose your strengths and weaknesses so that they can focus their teaching on what you need to learn to be successful at school. You will also find out about areas to concentrate on to improve. We assess and report on individual outcomes each semester using an Achievement scale (see below).

Assessment of Achievement of Each Outcome

Working	Achievement Description
Well Above	The student is easily demonstrating the skills, values and knowledge intended by the teacher when they planned the learning program for the semester. In fact, the student is showing far more than has been required. Your child is performing at an outstanding level in this area.
Above	The student has performed very well with the work presented consistently achieving the skills, values and knowledge intended by the teacher when he/she planned the learning program for the semester. This student has demonstrated in all of the assessments and daily tasks that there is no difficulty being experienced in meeting the learning goals. Your child is performing at a high level in this area.
Working At	The student has achieved all of the skills, values and knowledge intended by the teacher when they planned the learning program for the semester. The student may have required extra revision or individual teaching but he/she has understood the concepts and has demonstrated achievement of the learning goals. Parents should not be worried about a child's progress if he or she has received this grade. Your child is on track in this area. His/Her performance is sound.
Below	The student is currently experiencing some difficulty in achieving the skills, values and knowledge intended by the teacher when he/she planned the learning program for the semester. There are some gaps in the understanding of the concepts that have been taught during the semester and there is evidence that this has been occurring in daily tasks and in assessments. Your child is having some difficulty coping with the work in this area at this time.
Well Below	The student is currently demonstrating in his/her assessments and daily class tasks that a lot of difficulty is being experienced. This student will most likely have had additional assistance from the school and will need ongoing support from home and school. Your child is finding learning very difficult at this time in this area.

Overall Achievement

Your overall achievement on outcomes in each subject for each semester appears on your report as a final grade. The Common Grade Scale (below) is used to describe this grade. The Common Grade Scale is used in both primary and junior secondary years in all NSW schools to describe student achievement at each of five grade levels. A student's grade in each course will indicate the level of achievement and performance they have reached.

The common grade scale descriptors come from the New South Wales Education Standards Authority (NESA).

Grade	General Performance Descriptors
A <i>Outstanding achievement</i>	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 <i>High achievement</i>	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 is able to apply this knowledge and these skills to most situations.
C <i>Sound achievement</i>	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 <i>Basic achievement</i>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E <i>Limited achievement</i>	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

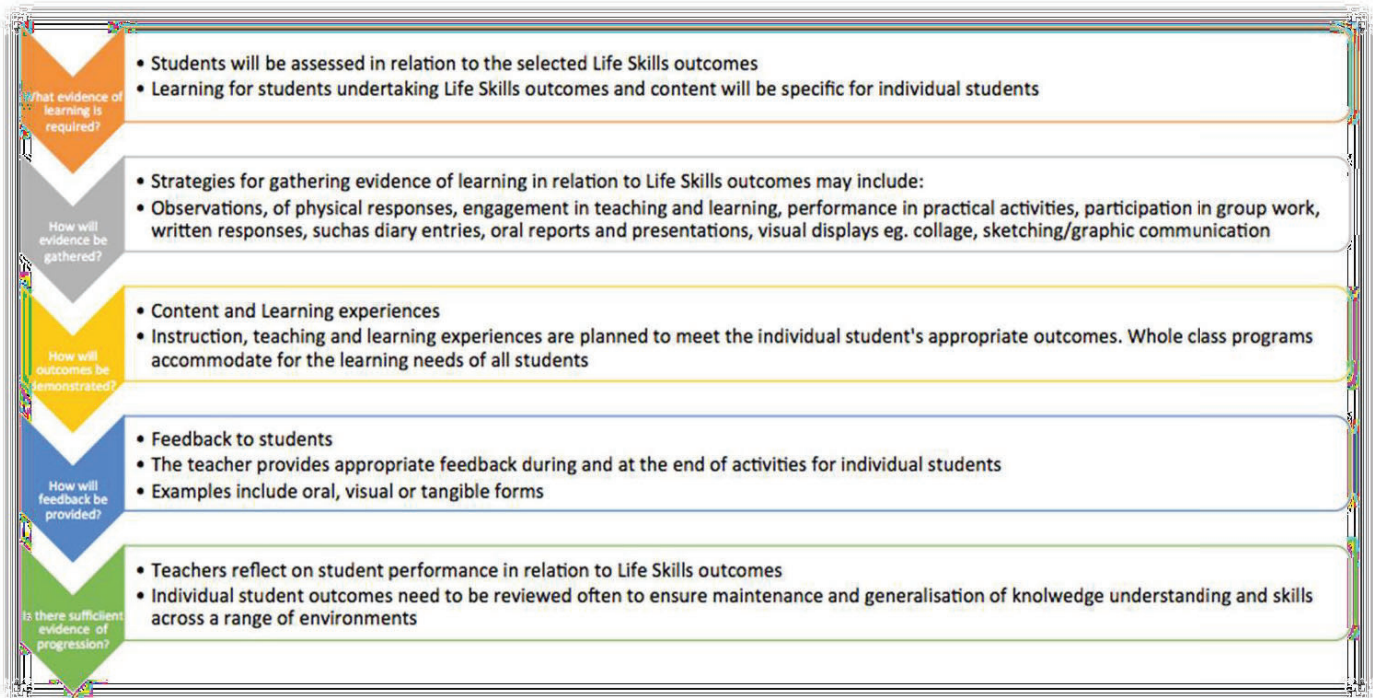
Application for Special Consideration – Personal responsibility

You can make an Application for Special Consideration if you are not able to hand in an assessment or sit an exam at the appointed time due to circumstances beyond your control including accident, illness, misadventure or other special circumstances. If your application is successful you will not be penalised for handing in an assessment late or missing an exam. An extension may be granted or other concessions to allow you to show your teachers what you know and can do in that subject. These applications must be supported by evidence from you parents/carers. Your classroom teacher gives recommendations to their head teacher, based on your application and their understanding of your situation. The head teacher makes the final decision. The details of this process are described in the following two pages. Blank application forms can be collected from any head teacher or deputy principal.

The Application for Special Consideration is an important process as it trains you to be responsible for your learning (personal responsibility) and assessment and makes sure that the granting of an extension or other arrangements are fair and equitable for all students, across all faculties. Our goal at Plumpton is that all students complete their assessments to the best of their ability every time. There will occasionally be a time when difficulties arise and you will use the Special Consideration process. Students who do not follow this process and hand in work late, without an application for Special Consideration, will be awarded a zero for that particular task or assignment.

Life Skills Assessment

Students with significant learning issues may undertake a Life Skills course. The head teacher, Learning and Support, will discuss this with any students who may benefit. Each student undertaking a Life Skills course will study selected outcomes and content.



Application for Special Consideration – Stage 4 (Year 7 and 8)

Accident/Illness/Misadventure/Special Circumstances

This process ensures that students are treated fairly and equitably across the school. It is vital that any student who does not hand in or sit a task at the appointed time uses this process. Students cannot negotiate ANY changes, no matter how small, in timing of the handing in or sitting of a task with their teacher or head teacher, no matter what the circumstances.

You may lodge an **Application for Special Consideration for Accident/ Illness/ Misadventure/ Special Circumstances** if you believe that circumstances occurring immediately prior to or during an assessment task or exam, and which were beyond your control, affected your performance. The right to submit and the responsibility for doing so rests with you, except where it is impossible for you to do so, such as in cases of severe illness.

Students should complete/hand in the task/exam as soon as possible and follow it up with an Application for Special Consideration to avoid a zero mark.

All **Applications for Special Consideration** relating to assessment tasks are to be lodged to the relevant head teacher within 48 hours of the due date of the task. Students lodging an appeal should carefully fill out the form. Teachers are available to provide support to students lodging an appeal. Completed forms are to be handed to the head teacher of the faculty concerned.

Applications for Special Consideration *may be in respect of:*

- Illness or accident – i.e. illness or physical injuries suffered directly by you which affected your performance in the assessment task (e.g. influenza, an asthma attack, cut hand).
- Misadventure – i.e. any other event beyond your control which affected your performance in the assessment task (e.g. death of a family member, car accident, witness to an accident).
- Regional or State representation at a sporting or cultural event.

Applications for Special Consideration *process does not cover:*

- Matters relating to long-term loss of preparation time, alleged inadequacies of teaching, loss of study time or facilities, computer technology failure.
- Matters that could have been avoided by the student (e.g. misreading of timetable).
- Long-term illness such as glandular fever, asthma and epilepsy.

In all cases the school requires evidence that clearly identifies the disadvantage you experienced for the task.

Your application must include:

- A statement explaining how you were affected during the assessment task
- A medical certificate with details of the illness, together with a statement about how your performance in the assessment task may have been affected. In cases of misadventure, evidence from other sources (e.g. police statements and/or other statements explaining how your performance in the assessment task may have been affected) should be provided
- A statement from your teacher. This should contain reference to your preparation for the assessment task and any other information deemed relevant to the genuineness of the appeal

The head teacher will evaluate applications for Special Consideration by considering the student's statement and evidence, as well as the classroom teacher's comments. Your classroom teacher will communicate the final decision to you.

If the appeal is upheld, you will receive either the mark you actually gained on the task, or an estimated mark, on the judgement of the teacher and head teacher or arrangements will be made for you to re-sit or resubmit the assessment. Since students often perform better under stressful conditions than they expect, **it is important to complete the task if possible rather than rely on predictions or estimates.**

If an **exam** is missed the student must follow the same procedure as outlined above.

PLUMPTON HIGH SCHOOL

Application for Special Consideration

Stage 4

Accident / Misadventure / Illness / Special Circumstances

Stage 4 (Years 7 and 8)



Students should always complete/hand in the task/exam as soon as possible and follow it up with an Application for Special Consideration to avoid a zero mark.

Student Name: _____ Class: _____

Subject / Course: _____ Teacher _____

Task/ Exam _____ Due Date: _____ Date of submission: _____

Student Statement: (to be completed by the student)

My appeal is being lodged for the following reason/s {please tick all those that apply ✓:

- | | |
|---|--|
| <input type="checkbox"/> Illness / misadventure | <input type="checkbox"/> Final course rank |
| <input type="checkbox"/> The awarding of zero / N warning | <input type="checkbox"/> Acceptable reason for late submission |
| <input type="checkbox"/> Final assessment mark | <input type="checkbox"/> Acceptable reason for non-submission |

I did not complete/submit the task/exam on the due date for the following reasons and effect on task was:

Attach supporting documentation (e.g. medical certificate, letter from parent) to this sheet and return it to the faculty head teacher.

Student signature: _____ Parent signature _____ Date: _____

CRT comment re student preparation for task Signature of CRT _____ Date: _____

Action Taken by the Head Teacher

- | | |
|---|--|
| <input type="checkbox"/> Non-attempt, zero awarded, U award | <input type="checkbox"/> Late submission, zero awarded |
| <input type="checkbox"/> Resit | <input type="checkbox"/> Estimate to be given |
| <input type="checkbox"/> Extension of time granted | <input type="checkbox"/> Other |

Signature of HT: _____ Date: _____

*Office Use: *(HT to consult with CRT; HT to provide CRT with the decision, CRT informs students and records in monitoring folder; HT adds to student file)*



ASSESSMENT SCHEDULES



2024 Assessment Schedule

English

Year 7 - Stage 4

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	25%	25%	25%	25%
OUTCOMES	EN4-URA-01 EN4-ECA-01	EN4-RVL-01 EN4-ECB-01 EN4-ECA-01	EN4-URB-01 EN4-ECA-01 EN4-URC-01	EN4-RVL-01 EN4-ECA-01
TASK TYPE	Taking a Selfie Analytical Writing	Cultural Storytelling Imaginative Story & Book Cover	Save The Planet Persuasive Speech & Infographic	Introduction to Shakespeare In-Class Examination
DATE GIVEN	Week 3 Term 1 2024	Week 1 Term 2 2024	Week 1 Term 3 2024	Week 1 Term 4 2024
DATE DUE	Week 10 Term 1 2024	Week 6 Term 2 2024	Week 9 Term 3 2024	Week 4 Term 4 2024

2. Outcomes

EN4-RVL-01	A student: 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



2024 Assessment Schedule

HSIE

Year 7 - Stage 4

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	25%	25%	25%	25%
OUTCOMES	GE4-2, GE4-3, GE4-5, GE4-8	GE4-1, GE4-6, GE4-7	HT4-1, HT4-5, HT4-6, HT4-8	HT4-2, HT4-3, HT4-8, HT4-9, HT4-10
TASK TYPE	Geography Taking water for granted Campaign	Geography Sustainable Plumpton Site Study	History Cultural Understanding Source Portfolio	History Plumpton Smithsonians Artefact Project
DATE GIVEN	Week 2 Term 1 2024	Week 2 Term 2 2024	Week 2 Term 3 2024	Week 2 Term 4 2024
DATE DUE	Week 10 Term 1 2024	Week 5 Term 2 2024	Week 10 Term 3 2024	Week 6 Term 4 2024

2. Outcomes

History

- HT4-1 Describes the nature of history and archaeology and explains their contribution to an understanding of the past
- HT4-2 Describes major periods of historical time and sequences events, people and societies of the past
- HT4-3 Describes and assess the motives and actions of past individuals and groups in the context of past societies
- HT4-5 Identifies the meaning, purpose and context of historical sources
- HT4-6 Uses evidence from sources to support historical narratives and explanations
- HT4-8 Locates, selects and organises information from sources to develop an historical inquiry
- HT4-9 Uses a range of historical terms and concepts when communicating an understanding of the past
- HT4-10 Selects and uses appropriate oral, written, visual and digital forms to communicate an understanding of the past

Geography

- GE4-1 Locates and describes the diverse features and characteristics of a range of places and environments
- GE4-2 Describes processes and influences that form and transform places and environments
- GE4-3 Explains how interactions and connections between people, places and environments result in change
- GE4-4 Examines perspectives of people and organisations on a range of geographical issues
- GE4-5 Discusses management of places and environments for their sustainability
- GE4-6 Explains differences in human wellbeing
- GE4-7 Acquires and processes geographical information by selecting and using geographical tools for inquiry
- GE4-8 Communicates geographical information using a variety of strategies



2024 Assessment Schedule

Languages - HINDI

Year 7 - Stage 4

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	25%	25%	25%	25%
OUTCOMES	ML4-INT-01 ML4-CRT-01	ML4-INT-01 ML4-UND-01	ML4-UND-01 ML4-CRT-01	ML4-UND-01
TASK TYPE	Interacting- Speaking Creating- Presentation Speaking	Reading Task Half-Yearly Exam Reading	Writing Task (Composing and Writing) Writing	Viewing and Listening Yearly Exam Viewing & Listening
DATE GIVEN	Week 3 Term 1 2024	Week 1 Term 2 2024	Week 3 Term 3 2024	Week 1 Term 4 2024
DATE DUE	Week 9 Term 1 2024	Week 3-4 Term 2 2024	Week 9 Term 3 2024	Week 3-4 Term 4 2024

2. Outcomes

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



2024 Assessment Schedule

Italian

Year 7 - Stage 4

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	25%	25%	25%	25%
OUTCOMES	ML4-INT-01 ML4-CRT-01	ML4-UND-01	ML4-CRT-01 ML4-INT-01	ML4-UND-01
TASK TYPE	Pair Drama Performance and Dialogue (Speaking and Writing)	Half-Yearly Examination (Reading and Listening)	Cooperative Learning (Writing and Speaking)	Yearly Examination (Listening and Reading)
DATE GIVEN	Week 4 Term 1 2024	Week 11 Term 1 2024	Week 3 Term 3 2024	Week 1 Term 4 2024
DATE DUE	Week 7 Term 1 2024	Week 3 Term 2 2024	Week 7 Term 3 2024	Week 3-4 Term 4 2024

2. 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



2024 Assessment Schedule

Mathematics

Year 7- Stage 4

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	20%	30%	20%	30%
OUTCOMES	MA0-WM-01 MA4-INT-C-01 MA4-FRC-C-01	MA0-WM-01 MA4-INT/FRC-C-01 MA4-LIN-C-01 MA4-ALG/IND-C-01	MA0-WM-01 MA4-EQU-C-01 MA4-LEN/ARE-C-01 MA4-VOL-C-01	AYEAR 7 STAGE 4 OUTCOMES
TASK TYPE	Take home assignment and a Quiz	Mid Year Test	Project with a checkpoint	Yearly Examination
DATE GIVEN	Week 4 Term 1 2024	Week 4 Term 2 2024	Week 6 Term 3 2024	Week 2 Term 2 2024
DATE DUE	Week 6 Term 1 2024	Week 6 Term 2 2024	Week 8 Term 3 2024	Week 4 Term 4 2024

2. Outcomes

MA0-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-INT-C-01	compares, orders and calculates with integers to solve problems.
MA4-FRC-C-01	represents and operates with fractions, decimals and percentages to solve problems.
MA4-ALG-C-01	generalises number properties to operate with algebraic expressions including expansion and factorisation.
MA4-IND-C-01	operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws.
MA4-LIN-C-01	creates and displays number patterns and finds graphical solutions to problems involving linear relationships.
MA4-LEN-C-01	applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems.
MA4-ARE-C-01	applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems.
MA4-VOL-C-01	applies knowledge of volume and capacity to solve problems involving right prisms and cylinders.
MA4-DAT-C-01	classifies and displays data using a variety of graphical representations.
MA4-DAT-C-02	analyses simple datasets using measures of centre, range and shape of the data.
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-EQU-C-01	solves linear equations of up to 2 steps and quadratic equations of the form



2024 Assessment Schedule

Music

Year 7- Stage 4

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	35%	15%	35%	15%
OUTCOMES	4.1,4.3,4.5	4.7,4.8	4.2,4.4,4.6	4.9,4.10
TASK TYPE	Performance Composition	Listening Task	Performance Composition	Listening Tas
DATE GIVEN	Week 2 Term 1 2024	Week 1 Term 2 2024	Week 6 Term 3 2024	Week 1 Term 4 2024
DATE DUE	Week 7 Term 1 2024	Week 5 Term 2 2024	Week 8 Term 3 2024	Week 5 Term 4 2024

2. Outcomes

<ul style="list-style-type: none"> 4.1 Performs in a range of musical styles demonstrating an understanding of musical concepts 4.2 Performs music using different forms of notation and different types of technology across a broad range of musical styles 4.3 Performs music demonstrating solo and/or ensemble awareness 4.4 Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing 4.5 Notates compositions using traditional and/or non-traditional notation 4.6 Experiments with different forms of technology in the composition process 4.7 Demonstrates an understanding of musical concepts though 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 content
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2024 Assessment Schedule

PDHPE

Year 7 - Stage 4

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
WEIGHT	20%	15%	30%	15%	20%
OUTCOMES	PD4-1, PD4-2	PD4-11	PD4-6, PD4-7 PD4-8	PD4-4, PD4-5	PD4-3
TASK TYPE	Taking a Selfie ICT Personal Profile	Invasion Games Practical Task	Let's SALSA Combined Task	Striking/Fielding Games Practical Task	Yearly Examination
DATE GIVEN	Week 5 Term 1 2024	Week 4 Term 2 2024	Week 2 Term 3 2024	Week 1 Term 4 2024	Week 1 Term 4 2024
DATE DUE	Week 11 Term 1 2024	Week 9 Term 2 2024	Week 10 Term 3 2024	Week 5 Term 4 2024	Week 3-4 Term 4 2024

2. 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
PD4-11	Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences



2024 Assessment Schedule

Science

Year 7 - Stage 4

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	15%	20%	25%	40%
OUTCOMES	SC4-5WS SC4-6WS SC5-7WS	SC4-7WS SC4-9WS SC4-14LW SC4-15LW	SC4-4WS SC4-8WS SC4-9WS SC4-17CW	SC4-5WS SC4-7WS SC4-14LW, SC4-15LW SC4-16CW, SC4-17CW
TASK TYPE	Practical Task	Secondary Sources Assessment	Scientific Report	Yearly Examination
DATE GIVEN	Week 6 Term 1 2024	Week 5 Term 2 2024	Week 2 Term 3 2024	Week 2 Term 4 2024
DATE DUE	Week 10-11 Term 1 2024	Week 9 Term 2 2024	Week 9 Term 3 2024	Week 4 Term 4 2024

2. Outcomes

SC4-4WS	Identifies questions that can be tested or researched and make predictions based on scientific research
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
SC4-14LW	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



Plumpton High School

2024 Assessment Schedule

~ Jackman Core ~

Stage 4 and 5



1. Assessment Components

	TASK 1	TASK 2	TASK 3	Task 4
WEIGHT	25%	25%	25%	25%
OUTCOMES				
S4 MS English	EN4-RVL-01, EN4-URA-01, EN4-URB-01	EN4-RVL-01, EN4-URB-01, EN4-URC-01,	EN4-RVL-01, EN4-URA-01, EN4-URB-01,EN4-URC-01	EN4-ECA-01, EN4-ECB-01
S5 MS English	EN5-RVL-01, EN5-URA-01, EN5-URB-01,	EN5-RVL-01, EN5-URB-01, EN5-URC-01	EN5-RVL-01, EN5-URA-01, EN5-URB-01,EN5-URC-01	EN5-ECA-01, EN5-ECB-01
Life Skills	<i>ENLS-RVL-01, ENLS-URA-01, ENLS-URB-01, ENLS-COM-01</i>	<i>ENLS-RVL-01, ENLS-URB-01, ENLS-URC-01</i>	<i>ENLS-RVL-01, ENLS-URA-01, ENLS-URB-01, ENLS-URC-01, ENLS-COM-01</i>	<i>ENLS-ECA-02, ENLS-ECB-01</i>
S4 MS HSIE	GE4-1, GE4-3, GE4-8	HT4-1, HT4-4	GE4-7, GE4-8	HT4-3
S5 MS HSIE	GE5-1, GE5-3, GE5-8	HT5-1, HT5-4	GE5-7, GE5-8	HT5-3
Life Skills	<i>GELS-1, GELS-2, GELS-8</i>	<i>HTLS-1, HTLS-4</i>	<i>GELS-7, GELS-8</i>	<i>HTLS-3</i>
S4 MS Maths	MA0-WM-01, MA4-INT-C-01, MA0-WM-01	MA4-GEO-C-01, MA4-ARE-C-01, MA0-WM-01	MA0-WM-01, MA4-INT-C-01, MA4-FRC-C-01, MA4-LIN-C-01, MA4-DAT-C-01, MA4-DAT-C-02	MA4-ARE-C-01, MA0-WM-01
S5 MS Math	MA0-WM-01	MA0-WM-01	MA0-WM-01, MA5-LIN-C-01, MA5-DAT-C-01	MA0-WM-01
Life Skills	<i>MALS-ADS-01, MALS-MDI-01</i>	<i>MALS-GEO-01, MALS-ARE-01</i>	<i>MALS6-2, MALS6-9</i>	<i>MALS-ARE-01</i>
S4 MS Science	SC4-9WS, SC4-14LW, SC4-15LW	SC4-16CW, SC4-17CW	SC4-4WS, SC4-8WS, SC4-13ES	SC4-13ES
S5 MS Science	SC5-9WS, SC5-14LW, SC5-15LW	SC5-16CW, SC5-17CW	SC5-4WS, SC5-8WS, SCLS-15ES	SC5-13ES
Life Skills	<i>SCLS-9WS, SLCS-17LW, SCLS-18LW</i>	<i>SCLS-23CW, SCLS-24CW</i>	<i>SCLS-4WS, SCLS-8WS, SCLS-15ES</i>	<i>SCLS-15ES, SCLS-16ES</i>
S4 MS PDHPE	PD4-4, PD4-6, PD4-9 PD4-5	PD4-1, PD4-2, PD4-10	PD4-4, PD4-8, PD4-11	PD4-3, PD4-9
S5 MS PDHPE	PD5-4, PD5-6, PD5-9	PD5-1, PD5-2, PD5-10	PD5-4, PD5-8, PD5-11	PD5-3, PD5-9
Life Skills	<i>PDLS-5, ,PDLS-9, PDLS-11</i>	<i>PDLS-1, PDLS-2, PDLS-10, PDLS-12</i>	<i>PDLS-5, PDLS-8, PDLS-12</i>	<i>PDLS-4, PDLS-11</i>
TASK TYPE	Inside Out-Brain Model	Masks- Versions of Self	Moana- Wix Travel Blog	Personal Interest Project
TASK TYPE: PDHPE (standalone)				Puberty-Relationships
DATE GIVEN	Week 1 Term 1 2024	Week 1 Term 2 2024	Week 1 Term 3 2024	Week 1 Term 4 2024
DATE DUE	Week 10 Term 1 2024	Week 8 Term 2 2024	Week 10 Term 3 2024	Week 8 Term 4 2024

2. S4 Outcomes

English	HSIE	Maths	Science	PDHPE
<p>EN4-RVL-01 uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction</p> <p>EN4-URA-01 analyses how meaning is created through the use of and response to language forms, features and structures</p> <p>EN4-URB-01 examines and explains how texts represent ideas, experiences and values</p> <p>EN4-URC-01 identifies and explains ways of valuing texts and the connections between them</p> <p>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</p> <p>EN4-ECB-01 uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts</p>	<p>HT4-1 describes the nature of history & archaeology & explains their contribution to an understanding of the past</p> <p>HT4-2 describes major periods of historical time & sequences events, people & societies from the past</p> <p>HT4-3 describes & assesses the motives & actions of past individuals & groups in the context of past societies</p> <p>HT4-4 describes & explains the causes & effects of events & developments of past societies over time</p> <p>HT4-5 identifies the meaning, purpose & context of historical sources</p> <p>HT4-6 uses evidence from sources to support historical narratives & explanations</p> <p>HT4-7 identifies & describes different contexts, perspectives & interpretations of the past</p> <p>HT4-8 locates, selects & organises information from sources to develop an historical inquiry</p> <p>HT4-9 uses a range of historical terms & concepts when communicating an understanding of the past</p> <p>HT4-10 selects & uses appropriate oral, written, visual & digital forms to communicate about the past</p> <p>GE4-1 locates & describes the diverse features & characteristics of a range of places & environments</p> <p>GE4-2 describes processes & influences that form & transform places & environments</p> <p>GE4-3 explains how interactions & connections between people, places & environments result in change</p> <p>GE4-4 examines perspectives of people & organisations on a range of geographical issues</p> <p>GE4-5 discusses management of places & environments for their sustainability</p> <p>GE4-6 explains differences in human wellbeing</p> <p>GE4-7 acquires & processes geographical information by selecting & using geographical tools for inquiry</p> <p>GE4-8 communicates geographical information using a variety of strategies</p>	<p>MA0-WM-01 Working mathematically 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</p> <p>MA4-INT-C-01 compares, orders and calculates with integers to solve problems</p> <p>MA4-FRC-C-01 represents and operates with fractions, decimals and percentages to solve problems</p> <p>MA4-RAT-C-01 solves problems involving ratios and rates, and analyses distance–time graphs</p> <p>MA4-ALG-C-01 generalises number properties to operate with algebraic expressions including expansion and factorisation</p> <p>MA4-IND-C-01 operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws</p> <p>MA4-EQU-C-01 solves linear equations of up to 2 steps and quadratic equations of the form $ax^2=c$</p> <p>MA4-LIN-C-01 creates and displays number patterns and finds graphical solutions to problems involving linear relationships</p> <p>MA4-LEN-C-01 applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems</p> <p>MA4-PYT-C-01 applies Pythagoras' theorem to solve problems in various contexts</p> <p>MA4-ARE-C-01 applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems</p> <p>MA4-VOL-C-01 applies knowledge of volume and capacity to solve problems involving right prisms and cylinders</p> <p>MA4-ANG-C-01 applies angle relationships to solve problems, including those related to transversals on sets of parallel lines</p> <p>MA4-GEO-C-01 identifies and applies the properties of triangles and quadrilaterals to solve problems</p> <p>MA4-DAT-C-01 classifies and displays data using a variety of graphical representations</p> <p>MA4-DAT-C-02 analyses simple datasets using measures of centre, range and shape of the data</p> <p>MA4-PRO-C-01 solves problems involving the probabilities of simple chance experiments</p>	<p>SC4-4WS identifies questions & problems that can be tested or researched & makes predictions based on scientific knowledge</p> <p>SC4-5WS collaboratively & individually produces a plan to investigate questions & problems</p> <p>SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively & individually</p> <p>SC4-7WS processes & analyses data from a first-hand investigation & secondary sources to identify trends, patterns & relationships, & draw conclusions</p> <p>SC4-8WS selects & uses appropriate strategies, understanding & skills to produce creative & plausible solutions to identified problems</p> <p>SC4-9WS presents science ideas, findings & information to a given audience using appropriate scientific language, text types & representations</p> <p>SC4-10PW describes the action of unbalanced forces in everyday situations</p> <p>SC4-11PW discusses how scientific understanding & technological developments have contributed to finding solutions to problems involving energy transfers & transformations</p> <p>SC4-12ES describes the dynamic nature of models, theories & laws in developing scientific understanding of the Earth & solar system</p> <p>SC4-13ES explains how advances in scientific understanding of processes that occur within & on the Earth, influence the choices people make about resource use & management</p> <p>SC4-14LW relates the structure & function of living things to their classification, survival & reproduction</p> <p>SC4-15LW explains how new biological evidence changes people's understanding of the world</p> <p>SC4-16CW describes the observed properties & behaviour of matter, using scientific models & theories about the motion & arrangement of particles</p> <p>SC4-17CW explains how scientific understanding of, & discoveries about, the properties of elements, compounds & mixtures relate to their uses in everyday life</p>	<p>PD4-1 examines & evaluates strategies to manage current & future challenges</p> <p>PD4-2 examines & demonstrates the role help-seeking strategies & behaviours play in supporting themselves & others</p> <p>PD4-3 investigates effective strategies to promote inclusivity, equality & respectful relationships</p> <p>PD4-4 refines, applies & transfers movement skills in a variety of dynamic physical activity contexts</p> <p>PD4-5 transfers & adapts solutions to complex movement challenges</p> <p>PD4-6 recognises how contextual factors influence attitudes & behaviours & proposes strategies to enhance health, safety, wellbeing & participation in physical activity</p> <p>PD4-7 investigates health practices, behaviours & resources to promote health, safety, wellbeing & physically active communities</p> <p>PD4-8 plans for & participates in activities that encourage health & a lifetime of physical activity</p> <p>PD4-9 demonstrates self-management skills to effectively manage complex situations</p> <p>PD4-10 applies & refines interpersonal skills to assist themselves & others to interact respectfully & promote inclusion in a variety of groups or contexts</p> <p>PD4-11 demonstrates how movement skills & concepts can be adapted & transferred to enhance & perform movement sequences</p>

3. S5 Outcomes

English	HSIE	Maths	Science	PDHPE
<p>EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts</p> <p>EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures</p> <p>EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes</p> <p>EN5-URC-01 investigates and explains ways of valuing texts and the relationships between them</p> <p>EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning</p> <p>EN5-ECB-01 uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts</p>	<p>HT5-1 explains and assesses the historical forces and factors that shaped that modern world and Australia</p> <p>HT5-2 sequences and explains significant patterns of continuity and change in the development of the modern world and Australia</p> <p>HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</p> <p>HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia</p> <p>HT5-5 identifies and evaluated the usefulness of sources in the historical inquiry process</p> <p>HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia</p> <p>HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia</p> <p>HT5-8 selects and analysis a range of historical sources to locate information relevant to an historical inquiry</p> <p>HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past</p> <p>HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences</p>	<p>MA5-FIN-C-01 solves financial problems involving simple interest, earning money and spending money</p> <p>MA5-FIN-C-02 solves financial problems involving compound interest and depreciation</p> <p>MA5-ALG-C-01 simplifies algebraic fractions with numerical denominators and expands algebraic expressions</p> <p>MA5-RAT-P-01 identifies and solves problems involving direct and inverse variation and their graphical representations (<i>Path: Stn, Adv</i>)</p> <p>MA5-RAT-P-02 analyses and constructs graphs relating to rates of change (<i>Path: Adv</i>)</p> <p>MA5-ALG-P-01 simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (<i>Path: Adv</i>)</p> <p>MA5-ALG-P-02 selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (<i>Path: Adv</i>)</p> <p>MA5-IND-C-01 simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases</p> <p>MA5-IND-P-01 applies the index laws to operate with algebraic expressions involving negative-integer indices (<i>Path: Adv</i>)</p> <p>MA5-IND-P-02 describes and performs operations with surds and fractional indices (<i>Path: Adv</i>)</p> <p>MA5-EQU-C-01 solves linear equations of up to 3 steps, limited to one algebraic fraction</p> <p>MA5-EQU-P-01 solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3=k$ (<i>Path: Adv</i>)</p> <p>MA5-EQU-P-02 solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (<i>Path: Adv</i>)</p> <p>MA5-LIN-C-01 determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools</p> <p>MA5-LIN-C-02 graphs and interprets linear relationships using the gradient/slope-intercept form</p> <p>MA5-LIN-P-01 describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (<i>Path: Adv</i>)</p> <p>MA5-NLI-C-01 identifies connections between algebraic and graphical representations of quadratic and exponential</p>	<p>SCLS-1VA recognises the role of science in personal, social & global issues relating to everyday life</p> <p>SCLS-2VA recognises that using the processes of Working Scientifically increases their understanding of the world</p> <p>SCLS-3VA demonstrates a willingness to engage with science-related issues relevant to their lives</p> <p>SC5-4WS developed questions or hypotheses to be investigated scientifically</p> <p>SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively</p> <p>SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems</p> <p>SC5-9WS presents science idea and evidence for a particular purpose and to a specific audience, using appropriate scientific language, concessions and representations</p> <p>SC5-10PW applies models, theories and laws to explain situations</p> <p>SC5-11PW explains how scientific understanding about energy conservation, transfers and transformation is applied in systems</p> <p>SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community</p> <p>SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues</p> <p>SC5-14LW analyses interactions between components and processes within biological systems</p> <p>SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society</p>	<p>PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges</p> <p>PD5-2 researches and appraises the effectiveness of health information and support services available in the community</p> <p>PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships</p> <p>PD5-4 adapts and improvises movement across a range of dynamic physical activity contexts</p> <p>PD5-5 appraises and justifies choices of actions when solving complex movement challenges</p> <p>PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity</p> <p>PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities</p> <p>PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity</p> <p>PD1-9 demonstrates self-management skills in taking responsibility for their own actions</p> <p>PD1-10 describes and practices interpersonal skills to promote inclusion to make themselves and other feel they belong</p> <p>PD1-11 incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences</p>

		<p>relationships in various contexts</p> <p>MA5-NLI-C-02 identifies and compares features of parabolas and exponential curves in various contexts</p> <p>MA5-NLI-P-01 interprets and compares non-linear relationships and their transformations, both algebraically and graphically (<i>Path: Adv</i>)</p> <p>MA5-POL-P-01 defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (<i>Path: Adv, Ext</i>)</p> <p>MA5-LOG-P-01 establishes and applies the laws of logarithms to solve problems (<i>Path: Adv</i>)</p> <p>MA5-FNC-P-01 uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (<i>Path: Adv</i>)</p> <p>MA5-MAG-C-01 solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures</p> <p>MA5-TRG-C-01 applies trigonometric ratios to solve right-angled triangle problems</p> <p>MA5-TRG-C-02 applies trigonometry to solve problems, including bearings and angles of elevation and depression</p> <p>MA5-TRG-P-01 applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (<i>Path: Stn, Adv</i>)</p> <p>MA5-TRG-P-02 establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (<i>Path: Adv</i>)</p> <p>MA5-ARE-C-01 solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids</p> <p>MA5-ARE-P-01 applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (<i>Path: Stn, Adv</i>)</p> <p>MA5-VOL-C-01 solves problems involving the volume of composite solids consisting of right prisms and cylinders</p> <p>MA5-VOL-P-01 applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (<i>Path: Stn, Adv</i>)</p> <p>MA5-GEO-C-01 identifies and applies the properties of similar figures and scale drawings to solve problems</p> <p>MA5-GEO-P-01 establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (<i>Path: Ext</i>)</p> <p>MA5-GEO-P-02 constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (<i>Path: Ext</i>)</p> <p>MA5-CIR-P-01 applies deductive reasoning to prove</p>	<p>SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available</p> <p>SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials</p>	
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		<p>circle theorems and solve related problems (<i>Path: Ext</i>)</p> <p>MA5-NET-P-01 solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (<i>Path: Stn</i>)</p> <p>MA5-DAT-C-01 compares and analyses datasets using summary statistics and graphical representations</p> <p>MA5-DAT-C-02 displays and interprets datasets involving bivariate data</p> <p>MA5-DAT-P-01 plans, conducts and reviews a statistical inquiry into a question of interest (<i>Path: Stn, Adv</i>)</p> <p>MA5-PRO-C-01 solves problems involving probabilities in multistage chance experiments and simulations</p> <p>MA5-PRO-P-01 solves problems involving Venn diagrams, 2-way tables and conditional probability (<i>Path: Adv</i>)</p>		
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4. S4-5 Life Skills Outcomes

English	HSIE	Maths	Science	PDHPE
<p>ENLS-COM-1 communicates in familiar or unfamiliar contexts</p> <p>ENLS-RVL-01 engages with a range of texts</p> <p>ENLS-RVL-02 uses reading strategies when engaging with a range of texts</p> <p>ENSL-URA-01 identifies language and/or visual forms, features and structures</p> <p>ENLS-URB-01 identifies ideas, experiences and values in a range of texts</p> <p>ENLS-URC-01 makes connections with and between texts</p> <p>ENLS-ECA-01 composes texts for everyday purposes</p> <p>ENLS-ECA-02 composes texts using language conventions for specific purposes and audiences</p> <p>ENLS-ECB-01 uses processes of planning and revising to develop texts</p>	<p>HTLS-1 recognises personal connections to history</p> <p>HTLS-2 demonstrates an understanding of time & chronology</p> <p>HTLS-3 investigates how people lived in various societies from the past</p> <p>HTLS-4 explores the features of a particular society or time</p> <p>HTLS-5 recognises the significance of people & events in the past</p> <p>HTLS-6 explores the significance of changes & developments in the past</p> <p>HTLS-7 recognises a variety of historical sources</p> <p>HTLS-8 uses sources to understand the past</p> <p>HTLS-9 recognises different perspectives of people, events & issues</p> <p>HTLS-10 uses a variety of strategies to locate & select information for an historical investigation</p> <p>HTLS-11 uses historical terms to describe the past</p> <p>HTLS-12 investigates the past using historical skills</p> <p>HTLS-13 selects & uses a variety of strategies to organise & communicate information about the past</p> <p>GELS-1 recognises features & characteristics of places & environments</p> <p>GELS-2 demonstrates an understanding that places & environments change</p> <p>GELS-3 explores interactions & connections between people, places & environments</p> <p>GELS-4 recognises perspectives of people & organisations on a range of geographical issues</p>	<p>MALS-LAN-01 recognises language that represents number</p> <p>MALS-LAN-02 responds to and uses language that represents number</p> <p>MALS-COU-01 counts in everyday contexts</p> <p>MALS-REP-01 represents number in everyday contexts</p> <p>MALS-COM-01 compares and orders numbers</p> <p>MALS-FRC-01 demonstrates knowledge of fractions in everyday contexts</p> <p>MALS-DEP-01 demonstrates knowledge of decimals and percentages in everyday contexts</p> <p>MALS-ADS-01 uses strategies for addition and subtraction</p> <p>MALS-MDI-01 uses strategies for multiplication and division</p> <p>MALS-FIN-01 demonstrates knowledge of money in everyday contexts</p> <p>MALS-FIN-02 plans and manages personal finances</p> <p>MALS-PAT-01 recognises and applies patterns in everyday contexts</p> <p>MALS-TIM-01 demonstrates knowledge of time in everyday contexts</p> <p>MALS-TIM-02 organises and measures time in everyday contexts</p> <p>MALS-LEN-01 measures and uses length in everyday contexts</p> <p>MALS-VOL-01 measures and uses volume, capacity and mass in everyday contexts</p> <p>MALS-ARE-01 measures and uses area in everyday contexts</p> <p>MALS-GEO-01 explores 2-dimensional shapes and 3-dimensional objects</p> <p>MALS-POS-01 demonstrates knowledge of position and direction in everyday contexts</p> <p>MALS-DAT-01 recognises and represents data in everyday contexts</p> <p>MALS-DAT-02 interprets information from data displays</p> <p>MALS-PRO-01 applies chance and probability to everyday events</p>	<p>SCLS-1VA recognises the role of science in personal, social & global issues relating to everyday life</p> <p>SCLS-2VA recognises that using the processes of Working Scientifically increases their understanding of the world</p> <p>SCLS-3VA demonstrates a willingness to engage with science-related issues relevant to their lives</p> <p>SCLS-4WS asks questions that can be tested & makes predictions</p> <p>SCLS-5WS participates in planning to investigate questions or problems</p> <p>SCLS-6WS participates in an investigation by following a sequence</p> <p>SCLS-7WS collects, records & interprets data & information</p> <p>SCLS-8WS recognises strategies to solve identified problems</p> <p>SCLS-9WS uses a variety of strategies to communicate information about an investigation</p> <p>SCLS-10PW explores a range of forces in everyday situations</p> <p>SCLS-11PW identifies various forms & sources of energy & their uses</p> <p>SCLS-12PW investigates ways to use energy responsibly</p> <p>SCLS-13ES identifies features of the Earth</p> <p>SCLS-14ES explores features of the solar system, including the Earth's position & movement</p> <p>SCLS-15ES identifies that the Earth is the source of resources used in everyday life</p> <p>SCLS-16ES investigates some practices used in the effective management of the Earth's resources</p> <p>SCLS-17LW recognises features of living & non-living things</p> <p>SCLS-18LW identifies structures of living things & their functions</p>	<p>PDLS-1 recognises strategies to manage current & future challenges</p> <p>PDLS-2 demonstrates help-seeking strategies & behaviours</p> <p>PDLS-3 uses strategies to access health information & support services available in the community</p> <p>PDLS-4 uses appropriate strategies & behaviours to establish & maintain respectful relationships with others</p> <p>PDLS-5 demonstrates a range of movement skills in a variety of physical activity contexts</p> <p>PDLS-6 engages with ways to problem-solve in physical activity contexts</p> <p>PDLS-7 explores factors that enhance health, safety, wellbeing & participation in physical activity</p> <p>PDLS-8 uses appropriate & safe behaviours to promote healthy, safe & active lifestyles in a range of contexts</p> <p>PDLS-9 engages with components of a healthy, safe & balanced lifestyle</p> <p>PDLS-10 develops skills for effective self-management</p> <p>PDLS-11 uses appropriate interpersonal skills to engage respectfully with others in a variety of contexts</p> <p>PDLS-12 demonstrates & adapts a range of movement skills in a variety of contexts</p>

	<p>GELS-5 explores management of places & environments</p> <p>GELS-6 investigates differences in human wellbeing</p> <p>GELS-7 collects & uses geographical information for inquiry</p> <p>GELS-8 communicates geographical information</p>		<p>SCLS-19LW explores ways in which science & technology have improved human health</p> <p>SCLS-20LW explores the interactions of living things with each other & the environment</p> <p>SCLS-21LW investigates the effect of science & technology on the environment</p> <p>SCLS-22CW recognises the properties of common substances</p> <p>SCLS-23CW explores how common chemicals affect everyday life</p> <p>SCLS-24CW investigates a variety of chemical changes</p>	
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2024 Assessment Schedule Technology (Mandatory)

Year 7 - Stage 4 - Classes 1,2,5,6,7.

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	30%	20%	25%	25%
OUTCOMES	TE4-10TS TE4-1DP TE4-3DP	TE4-9MA TE4-3DP TE4-2DP	TE4-1DP TE4-2DP TE4-3DP TE4-6FO	TE4-1DP TE4-2DP TE4-6FO
TASK TYPE	Practical Project and Folio - Timber Technologies	Practical Project and Folio - Timber Technologies	Research task - Agricultural and Food Technologies	Practical Project and Folio - Agriculture and Food Technologies
DATE GIVEN	Week 4 Term 1 2024	Week 2 Term 2 2024	Week 4 Term 3 2024	Week 1 Term 4 2024
DATE DUE	Week 10 Term 1 2024	Week 10 Term 2 2024	Week 9 Term 3 2024	Week 9 Term 4 2024

2. 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
- TE4-6FO Explains how the characteristics and properties of food determine preparation techniques for healthy eating
- 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



2024 Assessment Schedule Technology (Mandatory)

Year 7 - Stage 4 - Classes 7 Tech 3,4,8,9

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	25%	25%	30%	20%
OUTCOMES	TE4-1DP TE4-2DP TE4-3DP TE4-6FO	TE4-1DP TE4-2DP TE4-6FO	TE4-10TS TE4-1DP TE4-3DP	TE4-9MA TE4-3DP TE4-2DP
TASK TYPE	Research task - Agricultural and Food Technologies	Practical Project and Folio - Agriculture and Food Technologies	Practical Project and Folio Timber Technologies	Practical Project and Folio- Timber Technologies
DATE GIVEN	Week 4 Term 1 2024	Week 2 Term 2 2024	Week 4 Term 3 2024	Week 1 Term 4 2024
DATE DUE	Week 9 Term 1 2024	Week 9 Term 2 2024	Week 10 Term 3 2024	Week 10 Term 4 2024

2. 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
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- TE4-6FO Explains how the characteristics and properties of food determine preparation techniques for healthy eating
- 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



Stage 4 Assessment Planner

Term 3

Week	Task
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
Holidays	



Stage 4 Assessment Planner

Term 1

Week	Task
1	
2	Student return
3	
4	
5	
6	
7	
8	
9	
10	
11	
Holidays	



Stage 4 Assessment Planner

Term 2

Week	Task
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
Holidays	



Stage 4 Assessment Planner

Term 4

Week	Task
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
Holidays	