

# ASSESSMENT SCHEDULES





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## Welcome to Year 7

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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**



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## Accessing Support

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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 Leihn 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.

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## **School Assessment Policy and Procedures**

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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
<b>A</b> <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>B</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.
<b>C</b> <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.
<b>D</b> <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.
<b>E</b> <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.



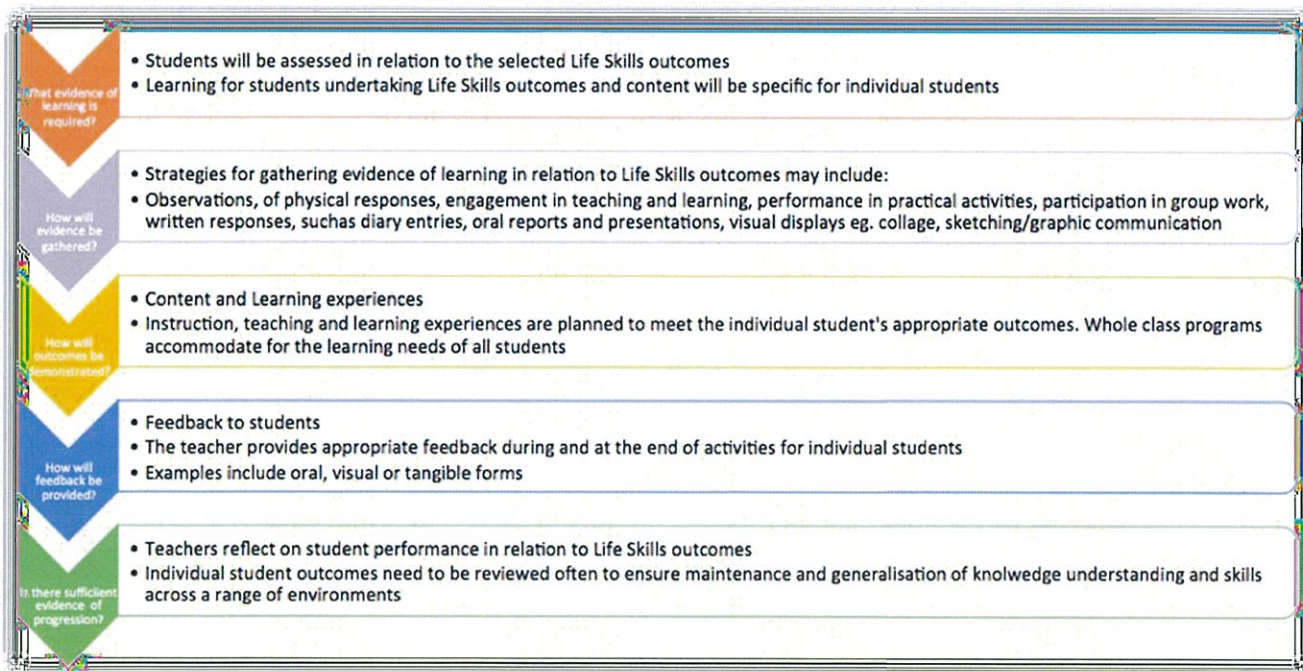
## Application for Special Consideration – Personal responsibility

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)*

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

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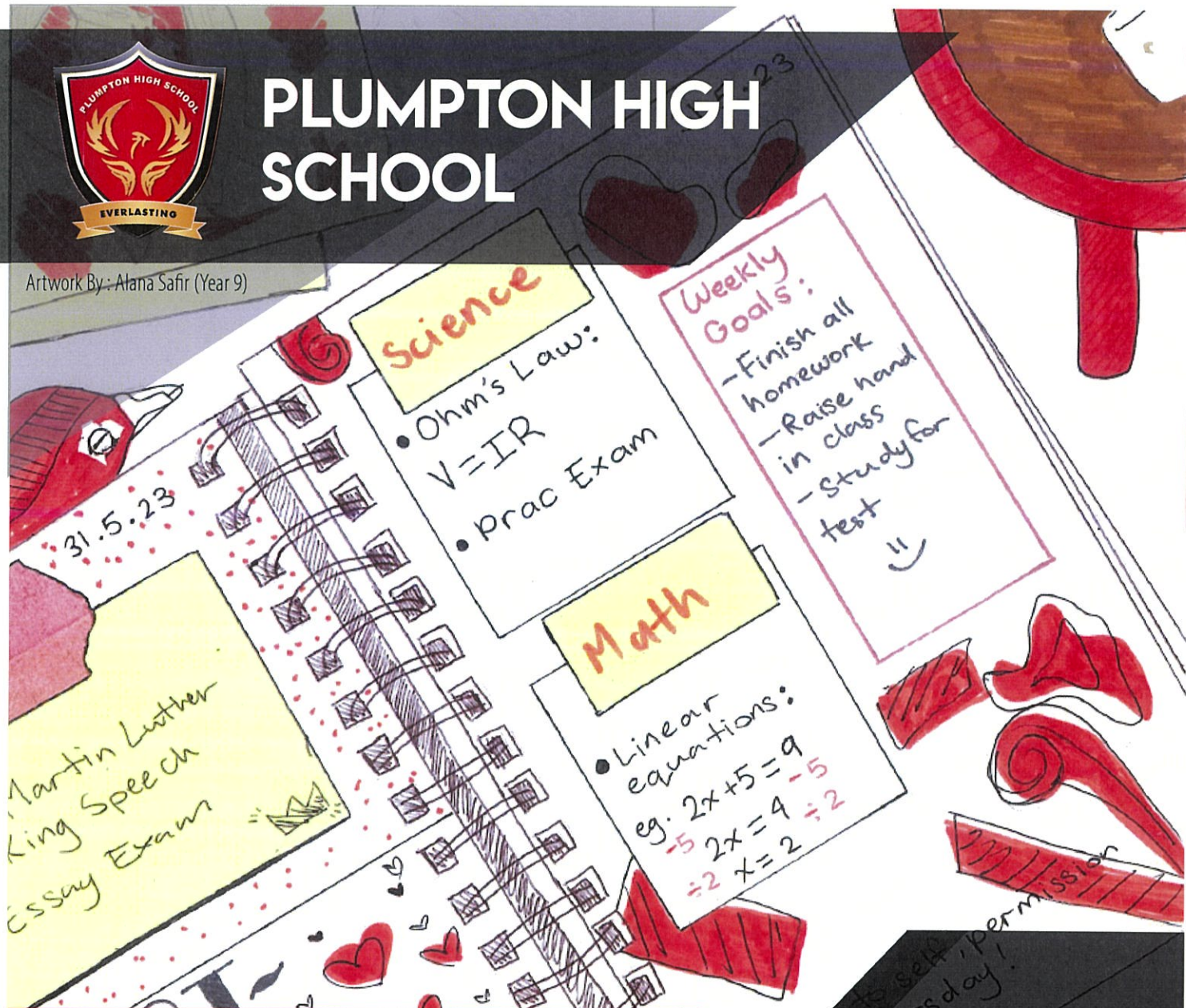
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# PLUMPTON HIGH SCHOOL

Artwork By: Alana Safir (Year 9)



## ASSESSMENT SCHEDULES

# 2025

# YEAR



CRICOS Provider Name: NSW Department of Education  
CRICOS Provider Number: 00588M







## 2025 Assessment Schedule

### English

Year 7 - Stage 4

#### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	25%	25%	25%	25%
<b>OUTCOMES</b>	EN4-RVL-01 EN4-ECA-01 EN4-ECB-01	EN4-URA-01 EN4-URB-01 EN4-ECA-01	EN4-ECA-01 EN4-URC-01	EN4-RVL-01 EN4-ECA-01
<b>TASK TYPE</b>	Cultural Canvas Imaginative Story & Book Cover	Self in Stanzas Analytical Writing	Sustainable Speakers Persuasive Speech & Infographic	Snapshot of Shakespeare In-Class Examination
<b>DATE GIVEN</b>	Week 4 Term 1 2025	Week 4 Term 2 2025	Week 3 Term 3 2025	Week 2 Term 4 2025
<b>DATE DUE</b>	<b>Week 10</b> <b>Term 1</b> <b>2025</b>	<b>Week 6</b> <b>Term 2</b> <b>2025</b>	<b>Week 9</b> <b>Term 3</b> <b>2025</b>	<b>Week 4</b> <b>Term 4</b> <b>2025</b>

#### 2. Outcomes

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







## 2025 Assessment Schedule

# Mathematics

Year 7- Stage 4

### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	25%	25%	25%	25%
<b>OUTCOMES</b>	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-C-01 MA4-ARE-C-01	YEAR 7 STAGE 4 OUTCOMES inc MA4-DAT-C-01, MA4-ANG/GEO-C-01
<b>TASK TYPE</b>	Open Book Test	Mid Year Test	Project with a checkpoint	Yearly Examination
<b>DATE GIVEN</b>	Week 8 Term 1 2025	Week 4 Term 2 2025	Week 7 Term 3 2025	Week 2 Term 2 2025
<b>DATE DUE</b>	<b>Week 10</b> <b>Term 1</b> <b>2025</b>	<b>Week 6</b> <b>Term 2</b> <b>2025</b>	<b>Week 9</b> <b>Term 3</b> <b>2025</b>	<b>Week 4-5</b> <b>Term 4</b> <b>2025</b>

### 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-DAT-C-01	classifies and displays data using a variety of graphical representations.
MA4-PRO-C-01	solves problems involving the probabilities of simple chance experiments.
MA4-ANG-C-01	applies angle relationships to solve problems, including those related to transversals on sets of parallel lines
MA4-GEO-C-01	identifies and applies the properties of triangles and quadrilaterals to solve problems
MA4-EQU-C-01	solves linear equations of up to 2 steps and quadratic equations of the form







## 2025 Assessment Schedule

### HSIE

Year 7 - Stage 4

#### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	20%	30%	30%	20%
<b>OUTCOMES</b>	GE4-1 GE4-2, 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
<b>TASK TYPE</b>	Geography Landscapes and Landforms In-class topic tes	Geography Place and Livability Research task	History Investigating the Ancient past Research Task	History Ancient Egypt and China Source task
<b>DATE GIVEN</b>	Week 4 Term 1 2025	Week 11 Term 1 2025	Week 4 Term 3 2025	Week 2 Term 4 2025
<b>DATE DUE</b>	<b>Week 10</b> <b>Term 1</b> <b>2025</b>	<b>Week 6</b> <b>Term 2</b> <b>2025</b>	<b>Week 10</b> <b>Term 3</b> <b>2025</b>	<b>Week 6</b> <b>Term 4</b> <b>2025</b>

#### 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
- HT4-4 Describes and explains the causes and effects of events and developments of past societies over time
- HT4-5 Identifies the meaning, purpose and context of historical sources
- HT4-6 Uses evidence from sources to support historical narratives and explanations
- HT4-7 Identifies and describes different contexts, perspectives and interpretations of the past
- HT4-8 Locates, selects and organises information from sources to develop an historical inquiry
- HT4-9 Uses a range of historical terms and concepts when communicating an understanding of the past
- HT4-10 Selects and uses appropriate oral, written, visual and digital forms to communicate 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







## 2025 Assessment Schedule

# SCIENCE

Year 7 - Stage 4

### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	15%	20%	25%	40%
<b>OUTCOMES</b>	SC4-5WS SC4-6WS SC4-7WS	SC4-7WS, SC4-9WS SC4-14LW, SC4-15LW	SC4-4WS, SC4-6WS, SC4-8WS SC4-9WS, SC4-17CW	SC4-5WS, SC4-7WS SC4-14LW, SC4-15LW SC4-16CW, SC4-17CW
<b>TASK TYPE</b>	Skill Based Test	Secondary Sources Assessment	Research Project	Yearly Examination
<b>DATE GIVEN</b>	Week 6 Term 1 2025	Week 5 Term 2 2025	Week 2 Term 3 2025	Week 2 Term 4 2025
<b>DATE DUE</b>	<b>Weeks 10-11</b> <b>Term 1</b> <b>2025</b>	<b>Week 9</b> <b>Term 2</b> <b>2025</b>	<b>Week 9</b> <b>Term 3</b> <b>2025</b>	<b>Week 3/4</b> <b>Term 4</b> <b>2025</b>

### 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







## 2025 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 2025	Week 4 Term 2 2025	Week 2 Term 3 2025	Week 1 Term 4 2025	Week 1 Term 4 2025
DATE DUE	<b>Week 11</b> <b>Term 1</b> <b>2025</b>	<b>Week 9</b> <b>Term 2</b> <b>2025</b>	<b>Week 10</b> <b>Term 3</b> <b>2025</b>	<b>Week 5</b> <b>Term 4</b> <b>2025</b>	<b>Week 3-4</b> <b>Term 4</b> <b>2025</b>

### 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







## 2025 Assessment Schedule

### Music

Year 7 - Stage 4

#### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	35%	15%	35%	15%
OUTCOMES	MU4-PER-01 MU4-COM-01	MU4-LIS-01	MU4-PER-01 MU4-COM-01	MU4-LIS-01
TASK TYPE	Performance Composition	Listening Task	Performance Composition	Listening Task
DATE GIVEN	Week 2 Term 1 2025	Week 1 Term 2 2025	Week 1 Term 3 2025	Week 1 Term 4 2025
DATE DUE	<b>Week 7</b> <b>Term 1</b> <b>2025</b>	<b>Week 5</b> <b>Term 2</b> <b>2025</b>	<b>Week 8</b> <b>Term 3</b> <b>2025</b>	<b>Week 5</b> <b>Term 4</b> <b>2025</b>

#### 2. Outcomes

MU4-PER-01	uses performance skills to demonstrate understanding of the elements of music and communicate musical ideas
MU4-COM-01	improvises, arranges or composes using the elements of music to create musical ideas
MU4-LIS-01	uses listening skills to describe music in relation to stylistic, cultural, historical or social contexts and the elements of music







## 2025 Assessment Schedule

### Languages - HINDI

Year 7 - Stage 4

#### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	25%	25%	25%	25%
<b>OUTCOMES</b>	ML4-INT-01 ML4-CRT-01	ML4-INT-01 ML4-UND-01	ML4-UND-01 ML4-CRT-01	ML4-UND-01
<b>TASK TYPE</b>	Communicating Understanding - Group Dialogue (Interacting - Speaking)	Communicating Understanding - Half Yearly Exam (Accessing & Responding - Reading)	Communicating Understanding Cooperative Learning (Composing & Writing)	Communicating Understanding - Yearly Exam (Accessing & Responding - Listening)
<b>DATE GIVEN</b>	Week 4 Term 1 2025	Week 1 Term 2 2025	Week 4 Term 3 2025	Week 1 Term 4 2025
<b>DATE DUE</b>	<b>Week 8</b> <b>Term 2</b> <b>2025</b>	<b>Week 3-4</b> <b>Term 2</b> <b>2025</b>	<b>Week 8</b> <b>Term 3</b> <b>2025</b>	<b>Week 3-4</b> <b>Term 4</b> <b>2025</b>

#### 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







## 2025 Assessment Schedule TECHNOLOGY

Year 7

### 1. Assessment Components

	TASK 1	TASK 2	TASK 3
WEIGHT	40%	30%	30%
OUTCOMES	TE4-DES-01 TE4-PPM-01 TE4-SAF-01	TE4-PDP-01 TE4-SDP-01	TE4-PPM-01, TE4-PDP-01 TE4-SAF-01 TE4-DES-01 TE4-SDP-01
TASK TYPE	Project and Folio	Research Task	Examination
DATE GIVEN	Week 3 Term 1 2025	Week 9 Term 2 2024	Week 1 Term 4 2024
DATE DUE	Week 3 Term 2 2025	Week 4 Term 3 2025	Week 3-4 Term 4 2025

### 2. Outcomes

TE4-SDP-01	explains relationships between sustainability, design and production
TE4-PDP-01	describes the practices and processes of designers and producers
TE4-PPM-01	applies processes in the planning, management and production of projects
TE4-DES-01	communicates and evaluates design ideas and solutions
TE4-SAF-01	selects and safely uses tools, materials, technologies and processes





# 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 3

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	







