



WALK IN NEW LIFE

MATER MARIA
CATHOLIC COLLEGE

YEAR 7

ASSESSMENT
HANDBOOK

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College Curriculum Team

Principal
Assistant Principal
Director of Evangelisation and Catholic Formation
Director of Student Achievement
Director of Learning
Director of Pastoral Care
Director of Administration

Mr Marc Reicher
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Mr Michael Halliday
Mr Peter Trainer
Mrs Marieanne Delaney
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Key Learning Area Coordinators

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Mrs Rochelle Wooldridge

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Mr Liam Duncan
Mrs Jennifer Leigh-Jones (Assistant)

Mathematics

Mrs Melissa Rulli

Science

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HSIE

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Mrs Patricia Mayne (Assistant)

Technology and Applied Studies

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Personal Development, Health and Physical Education

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Creative Arts

Ms Robyn Tarrant

Performing Arts

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Vocational Education and Training (VET)

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Languages

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Learner Diversity

Mrs Tara Marshall

General Coordinators

Careers Adviser

Mr Peter Trainer

Externally Delivered Courses – NSW School of Languages, Lismore
Online, CSBB Online Courses

Mr Peter Trainer

Externally Delivered TAFE Courses

Mrs Sue Hastings

Year Coordinator

Year 7 Coordinator

Mrs Amanda Atkin

Introduction

This handbook has been developed to provide students and parents with information regarding the assessment requirements for Year 7 courses.

School Assessments are a compulsory requirement for Year 7 courses and the grade achieved for each subject will be included in the Half Yearly and Yearly Report.

Year 7 NESA Course Requirements

Mandatory Key Learning Areas

Education in NSW aims to give students educational experiences in a variety of Key Learning Areas to allow students to find and develop interests, talents and knowledge in many fields. Students in Years 7 – 10 are required to follow a pattern of study to meet the mandatory hours required by the National Education Standards Authority (NESA) to receive a Record of Student of Achievement. At Mater Maria Catholic College all students are required to complete study in Religious Education.

Year 7 students are required to complete the following subjects to meet NESA course requirements for Stage 4:

- English
- Mathematics
- Science
- Human Society and its Environment (HSIE) – History
- Technology Mandatory
- Creative and Performing Arts (CAPA) – Visual Art
- Personal Development and Physical Education (PDHPE)
- Religious Education (RE)

NESA Satisfactory Completion of a Course

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- (a) studied the course developed or endorsed by NESA; and
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

Students must provide sufficient evidence of course completion and achievement of course outcomes through the learning experiences provided by the teacher. This includes the completion of assessment tasks, classwork, homework and participating in class discussions.

For the satisfactory completion of a course, NESA does not mandate attendance requirements. As a guide however, if a student's attendance falls below 85% of a school's programmed lesson time for a course, the Principal may determine that, as a result of absence, the course completion criteria may not be met.

NESA Common Grade Scale

The NESA Common Grade Scale is used to report student achievement for all Year 7 courses in all NSW schools. This scale describes performance at each of the five grade levels.

Grade	Performance Descriptor
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	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.

N-Grade

Where 'N' appears in place of an A – E grade this indicates the student has failed to meet the course requirements.

External Assessments - NAPLAN

The national testing covers both literacy and numeracy skills for Years 3, 5, 7 and 9. Students are graded on a continuum so that parents are able to ascertain improvement over their child's school life.

Components of the literacy section include grammar, punctuation, spelling, writing and reading comprehension.

Numeracy areas tested include measurement, space, patterns, algebra and number work.

The dates for the **2022 NAPLAN Test** are scheduled as follows:

Term 1, Week 8:

- Thursday 24 March Coordinated Practice Test (CPT)

Term 2, Weeks 3 & 4:

- NAPLAN TESTING WINDOW Tuesday 10 May – Friday 20 May, 2022 (Dates to be confirmed)

All students must ensure that they have downloaded the NAPLAN Lockdown browser which will be organised at school. They must also bring operational headsets and ensure their device is fully charged before each test.

NAPLAN Disability Provisions

Some students with disability who qualify for Disability Provisions may be eligible for Provisions for some NAPLAN Tests. These Provisions are approved by the Learner Diversity Coordinator and the Principal.

The Learner Diversity Coordinator will assist with communicating and coordinating provisions for the NAPLAN Tests.

Attendance Requirements

While NESAs do not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by the Principal who must give students early warning of the consequences of such absences.

For the satisfactory completion of a course, a student's attendance at school is compulsory.

There are five main requirements that need to be considered with regards to absenteeism.

- (a) All absences must be explained by the parent or caregiver providing letter, email, phone call or notification via the Compass parent portal.
- (b) When a student is absent on the due date and/or the day before an assessment task, a medical certificate or documentation is required to substantiate the absence.
- (c) Where a student's pattern of attendance impacts with their engagement with a substantial number of course outcomes, a warning letter will be issued outlining the requirements and a due date for outstanding work / tasks to be completed to ensure outcomes are satisfactorily met. If the work/task is not completed the student will be at risk of being awarded a non-completion for that course.
- (d) Principals Approved Leave - An Illness/Misadventure form must be submitted if an assessment task is scheduled or due during the approved leave. This must take place before the leave is taken. Note: any holidays taken during the year will not be approved under the Education Act. The absence will be recorded as explained but unjustified.
- (e) The College does not encourage leave to be taken during the school term.

Student Leave/Principal's Approved Leave

Student leave may be granted by the Principal. **An Exemption from Attendance Form must be completed prior to the absence; however, this does NOT exempt a student from completing assessment tasks.**

NESA rules require that students do not take leave outside of school vacation dates; however, in exceptional circumstances the Principal may approve special leave. Where a student has received Principal's approved leave, it is their responsibility to ensure that any **hand-in assessment tasks** is submitted by the due date. For **in-class assessment tasks** that occur during the approved leave period, the student will be required to submit an Illness/Misadventure Form and will receive an estimate based on evidence at the end of the course. The student may still be required to complete the assessment task on return to school to fulfil course requirements.

Student leave requested for trips to visit family or to take holidays outside of official school vacation dates will incur a zero mark.

Assessment Tasks

What is an Assessment?

Assessment tasks may take many forms, for example: written examinations, research assignments, projects, presentations, practical or field work reports. Whatever the form, the primary function of an assessment task is to improve learning by providing feedback to students and their teachers about what has been learnt.

During the Year 7 Stage 4 Course NESAs stipulates that a formal assessment program is to be developed and implemented in all schools. The assessment tasks undertaken in each subject will help to determine the Final Grade on the students report. Measuring achievement at various points throughout the course provides a better indication of student achievement than a single examination.

How am I Notified about Assessment Task?

The assessment schedule for all Year 7 can be found in this handbook. In addition to this a student will receive an assessment notification for each task. It is the student's responsibility to keep informed about the timing of assessment tasks. It is the teacher's duty to provide the students with an **Assessment Notification** for each task listed in the Subject Assessment Schedule which provides specific details on:

- (a) weighting (e.g. 15%),
- (b) outcomes assessed
- (c) task type
- (d) actual date and time (e.g. Wednesday, 5 May 2022 – Week 3 Term 2)
- (e) place – if appropriate (e.g. Long Reef headland), and
- (f) specific requirements

This information must be given a minimum of two weeks prior to the task due date. Any changes to the assessment schedule will be notified to students in writing.

Submission of Assessment Tasks

Students **must be present** on the day of an assessment task is due to ensure they have met submission requirements.

The instructions for the submission of an assessment task and the due date will be provided by the teacher on the Assessment Notification. Types of submission requirements could include:

- In-Class Assessment
- Hand-In Assessment
- Online Assessment

Students **MUST** follow the directions for submission that are outlined on the Assessment Notification.

Student Expectations

- Students are required to submit an assessment task to the teacher during class on or before the due date.
- Students should not email their work unless this has been approved by the teacher.
- Students must have their oral assessments prepared for the first day of the designated assessment period, even if their names are not called for until later in that period.

Non-Submission or Late Assessment Tasks

If an assessment task is not submitted or handed in late without a valid reason the student will be **awarded a zero mark** for the task. The **assessment task must still be submitted** so that the student can demonstrate they have completed the required course outcomes. Students must make a **genuine attempt** at **ALL** assessment tasks.

What Happens if Technology Fails?

Failure to complete an assessment task on time due to technological problems e.g. computer failure, printer problems, lost files, computer viruses etc. will **NOT** be deemed acceptable reasons. Students are expected to keep back up files, rough copies etc. and make appropriate time allowances to avoid such problems.

Failed technology and technology issues are not accepted as reasonable grounds for an Illness/Misadventure application.

Failure to submit an assessment task on the due date during the set period will incur a penalty of a ZERO mark unless an illness/misadventure appeal is upheld. Students must be present the day before and the periods preceding the lesson assessment tasks are due.

Illness/Misadventure Procedure

A student who suffers unexpected illness, accident or misadventure (unforeseen emergency or disaster) immediately prior to or during the course of a school-based assessment task or examination will need to follow the College procedures for Illness/Misadventure.

Procedure for Illness/Misadventure

A student is required to submit an [Online MMCC Illness/Misadventure Form](#) if they are absent, sick or unable to complete/submit an assessment task on the due date during the period set by the teacher. The online form should be **completed within 48 hours of the due date of an assessment task**. A **parent note, medical certificate, or other supporting documentation** must be attached if the student has been unable to complete the task.

In the event of **misadventure** students are required to provide a **parent note** explaining the circumstances which impacted on their ability to complete the task.

Students will receive a confirmation email after they have submitted the Illness/Misadventure Form which will include the details completed in the application. The application will be processed by the KLA Coordinator and Director of Student Achievement, and the outcome of the appeal will be communicated via Compass Chronicle.

On return to school, the student may be asked to sit for a supplementary task in order to meet required course outcomes. Although the result of this task will not count toward the assessment, the task will be marked in order to provide the student with helpful feedback.

Malpractice and Plagiarism

All work presented in assessment tasks must be the student's own work, Malpractice including plagiarism could lead to a student receiving zero marks for an assessment task.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- (a) copying someone else's work in part or in whole, and presenting it as their own
- (b) using material directly from books, journals or the internet without reference to the source
- (c) building on the ideas of another person without reference to the source
- (d) buying, stealing or borrowing another person's work and presenting it as their own
- (e) submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- (f) using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- (g) paying someone to write or prepare material
- (h) breaching school examination rules
- (i) using non-approved aides during an assessment task
- (j) contriving false explanations to explain work not handed in by the due date
- (k) assisting another student to engage in malpractice

Plagiarism is taking ideas from other people without acknowledging the source. It is theft of intellectual property. Plagiarism relates to all written work, major projects, graphics, video and web page effects. Copyright Laws protect people's right to the ownership of their intellectual and creative work.

All quotes from textbooks and reference material must be acknowledged, including:

- the title of the reference,
- author and
- relevant page numbers.

A panel comprising the Director of Student Achievement and relevant KLA Coordinator will review any cases of suspected malpractice. **If malpractice is proven a zero mark will be awarded.**

TURNITIN Policy

Mater Maria Catholic College places great importance on academic integrity and the correct referencing of sources of information used in students' work. The College uses the online text-matching software Turnitin, to enable students to check the authenticity of their written work and to provide feedback on correct referencing. The software compares students' work with online sources including websites, electronic databases, and assignments previously submitted by other students held in a digital repository. Once submitted, students' work will be added to this repository.

Students may be required to submit a digital copy of their written assignments into Turnitin prior to handing in their assessment task. Students should achieve an Originality Score from the software of less than 15% to submit their work and to avoid plagiarism.

If a student receives an Originality Report score of 15% or above, students are encouraged to make corrections to their work based on the feedback from Turnitin, and ensure all sources are properly referenced before resubmitting their work to the software for checking.

Students may submit their work numerous times to Turnitin before the due date, to allow them to gain feedback and improve the quality of their work, and ensure it has been correctly referenced. Students must ensure that they are well organised and allow enough time before the assignment due date, to submit their work to Turnitin and make any necessary changes, in case resubmission to the software is necessary.

In instances where a student receives an Originality Score over the 15% threshold, the portion of the work at the teacher's discretion, that has been plagiarised will not be recognised as their own work or included in the marking process.

In instances where the students have not submitted their work through Turnitin, the teacher will not mark the assessment task until it has been submitted to Turnitin and the Originality Score provided to the teacher. In this case normal assessment procedures for late submission of assessment tasks apply.

Disability Provisions

If a student requires disability provisions for an assessment task (e.g. reader, writer, extra time, rest breaks etc.) it is the student's responsibility to apply to the Learner Diversity Coordinator to establish their eligibility. The student must apply in advance to allow sufficient time for the disability provisions that are required to be put in place.

Procedures for Student Appeals

A student is entitled to formally appeal in writing to the Director of Student Achievement if they are not satisfied with:

- (a) the marks awarded for a particular assessment task
- (b) the grade achieved in a course
- (c) the school's response to the appeal for disability provisions on the grounds of illness/misadventure; or
- (d) the decision of an Illness/Misadventure application

If a student intends to appeal to the College for any of the reasons above, they need to see the Director of Student Achievement for the appropriate documents and procedures.

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component					Weight (%)
			A	B	C	D	E	
Week 8 Term 1	EN4-3B, EN4-5C, EN4-7D, EN4-8D	07ENG.T1 Narrative The Australian Context		✓	✓		✓	30%
Week 8 Term 2	EN4-1A, EN4-2A, EN4-3B	07ENG.T2 Multimodal Research Project on Shakespeare		✓	✓	✓	✓	35%
Week 5 Term 4	EN4-2A, EN4-3B, EN4-4B, EN4-5C, EN4-6C, EN4-8D, EN4-9E	07ENG.T3 Yearly Examination Multiple Choice on Year's Learning and Essay Conventions	✓	✓	✓			35%

COMPONENTS

- A** Analytical skills
- B** Imaginative, interpretive and critical writing
- C** Reading and responding to a wide range of texts
- D** Speaking and listening skills
- E** Viewing and representing skills

OUTCOMES

Code	Descriptor. A student ...
EN4-1A	responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN4-2A	effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
EN4-3B	uses and describes language forms, features, and structures of texts appropriate to a range of purposes, audiences and contexts
EN4-4B	makes effective language choices to shape meaning with accuracy, clarity and coherence
EN4-5C	thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
EN4-6C	identifies and explains connections between and among texts
EN4-7D	demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
EN4-8D	identifies, considers and appreciates cultural expression in texts
EN4-9E	uses, reflects on and assesses their individual and collaborative skills for learning

History

Course: Year 7
 Assessment Period: 2022

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight (%)
			A	B	C	
Week 6 Term 1	HT4-2, HT4-5, HT4-6, HT4-8, HT4-9, HT4-10	07HIS.T1 Research Family Heritage	✓	✓	✓	25%
Week 8 Term 2	HT4-1, HT4-2, HT4-3, HT4-4, HIST4-5, HT4-6, HT4-7 HT4-9, HT4-10	07HIS.T2 Research Task Egypt	✓	✓	✓	35%
Week 5 Term 4	HT4-1, HT4-2, HT4-3, HT4-4, HT4-5, HT4-6, HT4-7 HT4-9, HT4-10	07HIS.T3 Yearly Examination	✓	✓		40%

COMPONENTS

- A** Communication
- B** Knowledge and understanding
- C** Research and Investigation

OUTCOMES

Code	Descriptor. A student ...
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 from the past
HT4-3	describes and assesses the motives and actions of past individuals and groups in the context of past societies
HT4-4	describes and explains the causes and effects of events and developments of past societies 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 about the past

Mathematics

Course: Year 7
 Assessment Period: 2022

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.
- Outcomes assessed may vary depending on topics covered to that point.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)
			A	B	C	D	
Week 7 Term 1	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-8NA, MA4-10NA, MA4-11NA, MA4-18MG	07MAT.T1 Topic Test	✓	✓	✓		10%
Week 7 Term 2	MA4-1WM, MA4-4NA, MA4-5NA, MA4-6NA, MA4-9NA, MA4-11NA, MA4-17MG	07MAT.T2 Assignment	✓	✓	✓		25%
Week 7 Term 3	MA4-1WM, MA4-2WM, MA4-5WM, MA4-6NA, MA4-7NA, MA4-12MG, MA4-13MG, MA4-14MG	07MAT.T3 Topic Test	✓	✓	✓		25%
Week 6 Term 4	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-5NA, MA4-6NA, MA4-7NA, MA4-8NA, MA4-9NA, MA4-10NA, MA4-11NA, MA4-12MG, MA4-13MG & MA4-14MG AND MA4-18MG, MA419SP, MA4-20SP & MA4-21SP	07MAT.T4 Yearly Examination	✓	✓	✓	✓	40%

COMPONENTS

- A Working mathematically
- B Number and algebra
- C Measurement and geometry
- D Statistics and probability

OUTCOMES

Code	Descriptor. A student ...
MA4-1WM	communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
MA4-2WM	applies appropriate mathematical techniques to solve problems
MA4-3WM	recognises and explains mathematical relationships using reasoning
MA4-4NA	compares, orders and calculates with integers, applying a range of strategies to aid computation
MA4-5NA	operates with fractions, decimals and percentages
MA4-6NA	solves financial problems involving purchasing goods
MA4-7NA	operates with ratios and rates, and explores their graphical representation
MA4-8NA	generalises number properties to operate with algebraic expressions
MA4-9NA	operates with positive-integer and zero indices of numerical bases
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations
MA4-11NA	creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
MA4-12MG	calculates the perimeters of plane shapes and the circumferences of circles
MA4-13MG	uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-14MG	uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
MA4-15MG	performs calculations of time that involve mixed units, and interprets time zones
MA4-16MG	applies Pythagoras theorem to calculate side lengths in right-angled triangles, and solves related problems
MA4-17MG	classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
MA4-18MG	identifies and uses angles relationships, including those related to transversals on sets of parallel lines
MA4-19SP	collects represents and interprets single sets of data, using appropriate statistical displays
MA4-20SP	analyses single sets of data using measures of location, and range
MA4-21SP	represents probabilities of simple and compound events

Personal Development, Health and Physical Education

Course: Year 7

Assessment Period: 2022

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component					Weight (%)
			A	B	C	D	E	
Week 8 Term 1	PD4-4, PD4-5, PD4-11	07PDH.T1 Touch – Skills and Game Play Invasion Games		✓	✓	✓	✓	25%
Week 7 Term 2	PD4-1, PD4-2, PD4-6, PD4-9	07PDH.T2 Puberty First aid Kit Changes in Me	✓	✓	✓		✓	25%
Week 6 Term 3	PD4-4, PD4-5, PD4-9, PD4-10, PD4-11	07PDH.T3 Group Task Create a Target Game/Presentation		✓	✓	✓	✓	25%
Week 3 Term 4	PD4-2, PD4-3, PD4-6, PD4-7, PD4-9	07PDH.T4 In-class Case Study Response Celebrating Diversity	✓		✓			25%

COMPONENTS

- A** Analyses and organises information in relation to specific health and physical activity concepts
- B** Applies problem-solving skills in a range of health and physical activity contexts
- C** Communicates ideas clearly and coherently
- D** Engages confidently in a wide range of movement situations
- E** Works with others and in teams cooperatively

OUTCOMES

Code	Descriptor. A student ...
PD4-1	examines and evaluates strategies to manage current and future challenges
PD4-2	examines and demonstrates the role help seeking strategies and behaviours play in supporting themselves and others
PD4-3	investigates effective strategies to promote inclusivity, equality and respectful relationships
PD4-4	refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
PD4-5	transfers and adapts solutions to complex movement challenges
PD4-6	recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
PD4-7	investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
PD4-8	plans for and participates in activities that encourage health and a lifetime of physical activity
PD4-9	demonstrates self-management skills to effectively manage complex situations
PD4-10	applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
PD4-11	demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

Religious Education

Course: Year 7
 Assessment Period: 2022

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight (%)
			A	B	C	
Week 7 Term 2	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	07REL.T1 Source Based Written Task Sacred Scripture	✓	✓	✓	50%
Week 5 Term 4	All Outcomes	07REL.T2 Yearly Examination	✓	✓		50%

COMPONENTS

- A** Communication
- B** Knowledge and Understanding
- C** Research and Investigation

OUTCOMES

Code	Descriptor. A student ...
1.1	To provide opportunities for sharing understandings and questions about the Bible. From this to develop a shared appreciation of the Bible as the inspired Word of God recorded in collections of books in the Hebrew and Christian Testaments
1.2	To develop knowledge of how the Bible became the foundation of faith for Jews and Christians
1.3	Using Deuteronomy 6: 4 – 9 and other references (D7 links), examine why the audience, purpose and context of the Bible's human authors are critical to understanding its teachings.
2.1	Through an exploration of Luke 4:14-30 and its contexts to explore the levels of meaning found in Scripture
2.2	With reference to Luke 4:14-30 and other texts, to extend understandings of how the teachings drawn from the Bible provide meaning for Catholic lives in the contemporary world.
2.3	For students to reflect on the centrality the Bible for Catholic Tradition and their lives. NB this could be integrated throughout T2 to incorporate D7

Science

Course: Year 7
 Assessment Period: 2022

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)
			A	B	C	D	
Week 3 Term 2	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-16CW, SC4-17CW	07SCI.T1 Practical Assessment		✓	✓		35%
Week 6 Term 3	SC4-10PW, SC4-11PW, SC4-12ES, SC4-13ES	07SCI.T2 Mid-Year Examination	✓			✓	30%
Week 5 Term 4	SC4-4WS, SC4-8WS, SC4-9WS, SC4-14LW, SC4-15LW	07SCI.T3 Depth Study	✓		✓		35%

COMPONENTS

- A** Knowledge and understanding
- B** Planning and conducting investigations
- C** Communicating information and understanding
- D** Developing scientific thinking and problem-solving techniques

OUTCOMES

Code	Descriptor. A student ...
SC4-4WS	identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SC4-5WS	collaboratively and individually produces a plan to investigate questions and problems
SC4-6WS	follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
SC4-7WS	processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
SC4-8WS	selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
SC4-9WS	presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
SC4-10PW	describes the action of unbalanced forces in everyday situations
SC4-11PW	discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
SC4-12ES	describes the dynamic nature of models, theories and laws in developing scientific understanding of the earth and solar system
SC4-13ES	explains how advances in scientific understanding of processes that occur within and on the earth, influence the choices people make about resource use and management
SC4-14LW	relates the structure and function of living things to their classification, survival and reproduction
SC4-15LW	explains how new biological evidence changes people's understanding of the world
SC4-16CW	describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
SC4-17CW	explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life

Technology

Course: Year 7
 Assessment Period: 2022

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component						Weight (%)
			A	B	C	D	E	F	
Week 3 Term 2	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO	07TEC.T1 Product and Production Folio Agriculture and Food Technologies Class Rotations: 07TEC.T1 - 07TEC6, 07TEC7, 07TEC9, 07TEC10 07TEC.T2 - 07TEC1, 07TEC2, 07TEC3 07TEC.T3 - 07TEC4, 07TEC5, 07TEC8	✓	✓	✓			✓	30%
Week 3 Term 3	TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI	07TEC.T2 Product and Production Folio Digital Technologies Class Rotations: 07TEC.T1 - 07TEC4, 07TEC5, 07TEC8 07TEC.T2 - 07TEC6, 07TEC7, 07TEC9, 07TEC10 07TEC.T3 - 07TEC1, 07TEC2, 07TEC3		✓	✓	✓	✓		30%
Week 3 Term 4	TE4-1DP, TE4-2DP, TE4-8EN	07TEC.T3 Product and Production Folio Engineered Systems Class Rotations: 07TEC.T1 - 07TEC1, 07TEC2, 07TEC3 07TEC.T2 - 07TEC4, 07TEC5, 07TEC8 07TEC.T3 - 07TEC6, 07TEC7, 07TEC9, 07TEC10		✓	✓	✓		✓	30%
Week 5 Term 4	TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA	07TEC.T4 Online Quiz Design and production processes					✓	✓	10%

COMPONENTS

- A** Working with tools, materials and processes
- B** Designing and producing digital and non-digital solutions
- C** Skills in project management and evaluation
- D** Understands traditional, contemporary and emerging technologies and sustainable solutions
- E** Use of data to develop and automate digital solutions
- F** Developing innovative solutions for preferred futures

OUTCOMES

Code	Descriptor. A student ...
TE4-1DP	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP	plans and manages the production of designed solutions
TE4-3DP	selects and safely applies a broad range of tools, materials and processes in the production of quality projects
TE4-4DP	designs algorithms for digital solutions and implements them in a general-purpose programming language
TE4-5AG	investigates how food and fibre are produced in managed environments
TE4-6FO	explains how the characteristics and properties of food determine preparation techniques for healthy eating
TE4-7DI	explains how data is represented in digital systems and transmitted in networks
TE4-8EN	explains how force, motion and energy are used in engineered systems
TE4-9MA	investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
TE4-10TS	explains how people in technology related professions contribute to society now and into the future

Visual Arts

Course: Year 7
 Assessment Period: 2022

Edited 13/09/22

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)
			A	B	
Week 7 Term 2	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.9	07ART.T1 Practical Assessment 1 Series of work based on self – including VAPD documentation and research	✓	✓	40%
Week 2 Term 4	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	07ART.T2 Practical Assessment 2 Series of works including VAPD documentation and research	✓	✓	40%
Week 6 Term 4	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	07ART.T3 Yearly Examination All work studied in Visual Arts throughout the year		✓	20%

COMPONENTS

A Artmaking

B Critical and historical studies

OUTCOMES

Code	Descriptor. A student ...
4.1	uses a range of strategies to explore different art making conventions and procedures to make artworks
4.2	explores the function of and relationships between artist – artwork – world – audience
4.3	makes artworks that involve some understanding of the frames
4.4	recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
4.5	investigates ways to develop meaning in their artworks
4.6	selects different materials and techniques to make artworks
4.7	explores aspects of practice in critical and historical interpretations of art
4.8	explores the function of and relationships between the artist – artwork – world – audience
4.9	begins to acknowledge that art can be interpreted from different points of view
4.10	recognises that art criticism and art history construct meanings