



**YEAR 7**

# **ASSESSMENT**

**SCHEDULE**

2022-2023





## Stage 4 Assessment Policy 2023

### Stage 4 - the first steps towards gaining a RoSA

Stage 4 encompasses both Year 7 and year 8. The curriculum taught by school complies with the requirements of the NSW Department of Education, NESAs (NSW Education Standards Authority) and ACARA (The Australian Curriculum, Assessment and Reporting Authority).

Satisfactory completion of the Stage 4 Curriculum is a prerequisite for the attainment of a RoSA (Record of Secondary Achievement) in Year 10. Stage 4 subjects are mandatory for the award of a RoSA and must meet the prescribed number of hours in each subject. These are outlined below in the table.

| Subject   | Number of hours   |
|---|---|
| English   | 500 hours taught throughout years 7 - 10  |
| Mathematics   | 500 hours taught throughout years 7 - 10  |
| Science   | 400 hours taught throughout years 7 - 10  |
| Human Society and Its Environment                   | 400 hours taught throughout years 7 – 10 (and must include 100 hours of each of history and geography in stage 4) |
| Languages   | 100 hours to be completed in one language over one continuous 12-month period preferably in years 7 or 8          |
| Technology (Mandatory)                              | To be studied for 200 hours in years 7 - 8  |
| Visual Arts—CAPA                                    | 100 hours to be completed in years 7 - 8  |
| Music— CAPA   | 100 hours to be completed in years 7 - 8  |
| Personal Development, Health and Physical Education | 300 hours taught throughout years 7 - 10  |

**Satisfactory attendance** record plays an important role in meeting course completion criteria. Unplanned absences (such as illness) can be problematic for students in meeting course hours and outcomes. Extended absences are far more problematic. Even though students may be able to complete assessment tasks that have been missed (including tests), it is impossible for absent students to take part in the planned learning activities that cover those course outcomes that cannot be assessed through written work. **Students applying for leave greater than 5 days must gain approval from the Principal**. The syllabuses that govern the work of secondary school teachers can be found on the NESAs website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>.

This is a most useful website for parents wishing to support their child during their secondary education years.



## School Assessment Procedures

### **The Purpose of Assessment**

Assessment procedures provide an indication of a student's attainment over a wide range of syllabus outcomes. Assessment covers the whole course in each subject, including knowledge, understanding, skills and processes and takes place at key points in the learning cycle. Students will receive feedback after having completed the assessment activities, which will be used for the next phase of learning. Assessment activities may be formal (eg. semester examinations, common year task, assignment/research tasks) or informal (eg. class test, topic test, in class task).

### **The Assessment Schedule Booklet and Time Frame**

This assessment booklet provides you with the type of task, anticipated areas of learning to be assessed and weightings. Use a diary or calendar to record assessment tasks to assist you in managing and completing these tasks. If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

### **Attendance**

Attendance at all timetabled classes is compulsory, especially on the day an assessment task is to be submitted or completed. Students must have an authorised reason to be absent from school, and a written note must be supplied by the parent/carer to explain any absence. This must be shown to their teacher before submitting the note to their roll call teacher. Whenever students are absent from school, it is their responsibility to ensure that they know what work/assessment notification has been missed and to catch up with that work.

### **Submission of Tasks**

All tasks are to be submitted/completed by or on the designated day and time (as per teacher notification). Tasks submitted **late** receive a **ZERO** and the class teacher will issue a Letter of Concern (Years 7 and 8). Students are still required to complete this task for the purpose of meeting the syllabus requirements.

### **Extensions, Special Consideration, Illness and Misadventure**

An extension of time for completion of tasks may only be granted by the appropriate Head Teacher. Complete and submit the **Assessment Task extension Application (Appendix B)** (see the back of this booklet) with supporting documentation and submit to the Head Teacher of the subject affected. Students must apply well before the due date of the task. If your extension is not granted, you must submit the task by the due date.

Where a student has **prior knowledge they will be absent** when a task is due (for example, they have 'Approved Leave' or a representing the school), the student **must** notify the relevant Head Teacher and submit the work before the due date. **Complete and submit the Assessment Task Extension Application Form (see the back of this booklet) with supporting documentation and submit to the Head Teacher of the subject affected.** The Head Teacher will determine whether your reason for absence is acceptable and whether a variation to the date of the task is granted.

If you are absent from school on the due date for the submission of an assessment task, or on the day of an assessment task, due to exceptional **unforeseeable circumstances** (such as **illness or misadventure**) please have your parent call the school. On your return to school **complete and submit the Assessment Task extension Application (see the back of this booklet) with supporting documentation and submit to the Head Teacher of the subject affected.** The Head Teacher will make a determination as to whether your task will be accepted late without penalty.

Students are advised to complete all tasks to the best of their ability and advise the school **immediately** if circumstances will prevent them from doing so.



**Technology failure is not, in itself, a valid reason for failure to submit an assessment task.** It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. To minimise problems in relation to technology, students should adhere to the following protocols:

- Regularly back up all work on the hard drive of your computer, on an external portable storage media (eg. USB drive) or utilize NSW Departmental cloud storage which saves automatically.
- Tasks submitted electronically should be checked well before the due date to ensure that the data can be accessed at school (Check the compatibility of your home software with the school's technology)
- Save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on an external portable storage media.

## Reports and Grades

Student reports will be provided at the conclusion of each semester. Parent Teacher Evenings are scheduled every year. Parents are welcome to contact the school at any time to discuss their child's progress and educational needs.

Students should receive feedback on assessments tasks within 2 weeks of the due date or submission/completion of the task.

Performance descriptors of achievement (Grades A – E):

- 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.

# Yass High School



## Year 7 Course Assessment – 2023 Subject: English

| Component  | Task 1  | Task 2                           | Task 3                                    | Task 4                     | Weighting |
|--|---|----------------------------------|---|----------------------------|-----------|
|  | Term 1<br>Week 7                              | Term 2<br>Week 5                 | Term 3<br>Week 6                          | Term 4<br>Week 4           |           |
|  | Speaking &<br>Listening:<br>Persuasive Speech | Novel Study:<br>Half Yearly Exam | Poetry for Pleasure:<br>Digital Portfolio | Film Study:<br>Yearly Exam |           |
|  | EN4-1A, EN4-3B<br>EN4-4B                      | EN4-1A, EN4-4B<br>EN5-7D         | EN4-2A, EN4-3B<br>EN4-6D, EN4-9E          | EN4-1A, EN4-4B<br>EN4-5C   |           |
| Knowledge and understanding of course content  | 12.5  | 12.5                             | 12.5                                      | 12.5                       | 50        |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 12.5  | 12.5                             | 12.5                                      | 12.5                       | 50        |
| Weighting  | 25  | 25                               | 25  | 25                         | 100       |

Course

### Outcomes – English

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 creatively shape meaning with accuracy, clarity and coherence
- EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
- EN4-6C identifies and explains connections between and among texts
- EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
- EN4-8D identifies, considers and appreciates cultural expression in texts
- EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning

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## Year 7 Course Assessment 2023 Subject: History

|           |                        |                       |                      |                                    |
|-----------|------------------------|-----------------------|----------------------|------------------------------------|
|           | Task 1                 | Task 2                | Task 3               | Task 4                             |
|           | Term 1<br>Week 9       | Term 2<br>Week 6      | Term 3<br>Week 8     | Term 4<br>Week 5                   |
| Component | Report                 | Source Analysis       | Essay                | Examination                        |
|           | HT4-6, HT4-8<br>HT4-10 | HT4-1, HT4-5<br>HT4-7 | HT4-2, HT4-4, HT4-10 | HT4-2, HT4-3, HT-5,<br>HT-6, HT4-9 |

### Course Outcomes – History

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

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## Year 7 Course Assessment – 2023 Subject: Indonesian

|            |                  |                  |                         |  |
|------------|------------------|------------------|-------------------------|--|
| Components | Task 1           | Task 2           | Task 3                  | Task 4                                       |
|            | Term 1<br>Week 6 | Term 2<br>Week 4 | Term 3<br>Week 10       | Term 4<br>Week 6                             |
|            | Language Test    | Wedding Menu     | Children's Picture Book | Cumulative<br>Assessment – In<br>Class Tasks |
|            | LIN4-6U, LIN4-2C | LIN4-4C, LIN4-1C | LIN4-4C                 | LIN4-5U, LIN4-8U                             |

### Course Outcomes - Indonesian

A Student:

- LIN4-1C uses Indonesian to interact with others to exchange information, ideas and opinions, and make plans
- LIN4-2C identifies main ideas in, and obtains information from texts
- LIN4-4C applies a range of linguistic structures to compose texts in Indonesian, using a range of formats for different audiences
- LIN4-6U applies features of Indonesian grammatical structures and sentence patterns to convey information and ideas
- LIN4-5U applies Indonesian pronunciation and intonation patterns
- LIN4-8U identifies that language use reflects cultural ideas, values and beliefs



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## Year 7 Course Assessment– 2023

Subject: Mathematics Course: Stage 4

|            |                    |                    |                    |                     |
|------------|--------------------|--------------------|--------------------|---------------------|
| Components | Task 1             | Task 2             | Task 3             | Task 4              |
|            | Term 1<br>Week 4   | Term 2<br>Week 5   | Term 3<br>Week 4   | Term 4<br>Week 5    |
|            | Learning Portfolio | Topic Test         | Learning Portfolio | Topic Test          |
|            | MA4-1WM<br>MA4-2WM | MA4-2WM<br>MA4-5NA | MA4-1WM<br>MA4-2WM | MA4-2WM<br>MA4-10NA |

### Course Outcomes – Mathematics Stage 4 (Additional Outcomes covered in Year 8)

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   |
| MA4-8NA  | generalises number properties to operate with algebraic expressions   |
| MA4-9NA  | operates with positive-integers 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 relations; 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-angles triangles, and solved 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 angle 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  |



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**Year 7 Course Assessment – 2023**  
**Subject: Music**

|                          |                     |                  |                     |
|--------------------------|---------------------|------------------|---------------------|
| Semester One<br>Rotation | Task 1              | Task 2           | Task 3              |
|                          | Term 1<br>Week 8    | Term 2<br>Week 3 | Term 3<br>Week 6    |
|                          | Aural               | Composition      | Performance         |
|                          | 4.7, 4.8, 4.9, 4.11 | 4.4, 4.5, 4.6    | 4.1, 4.2, 4.3, 4.12 |
| Semester Two<br>Rotation | Task 1              | Task 2           | Task 3              |
|                          | Term 3<br>Week 8    | Term 4<br>Week 3 | Term 4<br>Week 6    |
|                          | Aural               | Composition      | Performance         |
|                          | 4.7, 4.8, 4.9, 4.11 | 4.4, 4.5, 4.6    | 4.1, 4.2, 4.3, 4.12 |

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## Year 7 Course Outcomes - Music

Through activities in performance, composition, musicology and aural, a student:

- 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 the musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
- 4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
- 4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
- 4.10 identifies the use of technology in the music selected for study, appropriate to the musical context
- 4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 4.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

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## Year 7 Course Assessment – 2023

### Subject: PD/Health/PE

| Component | Task 1            | Task 2                   | Task 3                 |
|-----------|-------------------|--------------------------|------------------------|
|           | Term 1<br>Week 10 | Term 2<br>Week 9         | Term 3<br>Week 9       |
|           | Positive Choices  | Respectful Relationships | Growth and Development |
|           | PD4-1, PD4-7      | PD4-3, PD4-10            | PD4-1, PD4-9           |

### Course Outcomes – PDHPE

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
- PD4-9 demonstrates self-management skills to effectively manage complex situations plans for and participates in activities that encourage health and a lifetime of physical activity
- 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

# Yass High School



## Year 7 Course Assessment – 2022

### Subject: Science

| Components | Task 1                        | Task 2   | Task 3                        | Task 4                                      |
|------------|-------------------------------|--|-------------------------------|---|
|            | Term 1<br>Week 9              | Term 2<br>Week 5                                     | Term 3<br>Week 9              | Term 4<br>Week 5                            |
|            | Practical written Test        | Group Research Project                               | Portfolio of Classwork        | Yearly Exam                                 |
|            | SC4-6WS<br>SC4-7WS<br>SC4-8WS | SC4-4WS<br>SC4-5WS<br>SC4-7WS<br>SC4-9WS<br>SC4-16CW | SC4-9WS<br>SC4-6WS<br>SC4-7WS | SC4-14LW<br>SC4-10PW<br>SC4-8WS<br>SC4-17CW |

### Course Outcomes – Science

A student:

- SC4-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
- SC4-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
- SC4-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
- SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
- SC4-5WS collaboratively and individually produces a plan to investigate questions and problems
- SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
- SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
- SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
- SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
- SC4-10PW describes the action of unbalanced forces in everyday situations
- SC4-11PW discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
- SC4-12ES describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
- SC4-13ES explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
- SC4-14LW relates the structure and function of living things to their classification, survival and reproduction
- SC4-15LW explains how new biological evidence changes people's understanding of the world
- SC4-16CW describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
- SC4-17CW explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

**Year 7 Course Assessment 2023**  
**Subject: Visual Arts**

|                          |                      |                    |
|--------------------------|----------------------|--------------------|
| Semester One<br>Rotation | Task 1               | Task 2             |
|                          | Term 1<br>Week 8     | Term 2<br>Week 4   |
|                          | VAPD and Practices   | VAPD Art practices |
|                          | 4.1, 4.4, 4.7<br>4.9 | 4.3, 4.5, 4.6      |
| Semester Two<br>Rotation | Task 1               | Task 2             |
|                          | Term 3<br>Week 8     | Term 4<br>Week 4   |
|                          | VAPD and Practices   | VAPD Art practices |
|                          | 4.1, 4.4, 4.7<br>4.9 | 4.3, 4.5, 4.6      |

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## Course Outcomes - Visual Arts

A student:

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

# Yass High School



## 2023 Yass High School Scope and Sequence: Technology Mandatory Years 7–8

Each unit of work is delivered as part of a 35 - 40 hour (indicative) rotation. Students complete 40 hours over a semester in Year 7 (4 x 1 hour lessons / fortnight), or 35 hours over a term in Year 8 (7 x 1 hour lessons / fortnight). Over the course of two years, students will complete 6 rotations. All assessment will be completed in class and based on practical class work.

|            |  |   |                       |
|------------|--|---|-----------------------|
| Rotation 1 | <b>Digital Technologies</b>  | <b>Design Project</b> – Create an alarm using an Arduino board  | 40 hours (indicative) |
|            | Students will learn about coding with the Arduino boards to create an alarm, as well as different types of computer network setups and cyber security, including ways to protect themselves from different possible online threats         |   |                       |
|            | <b>Compulsory Digital Component (50 hours)</b> 40 hours  |   |                       |
|            | <b>Practical experiences</b> Build and code an Arduino board alarm system  |   |                       |
|            | <b>Reporting outcomes</b> TE4-4DP, TE4-7DI   | <b>Life Skills reporting outcomes</b> TELS4-5DP, TELS4-8DI  |                       |
| Rotation 2 | <b>Materials Technologies - Textiles</b>   | <b>Design Project</b> – Create a bag or cushion using a variety of colouration and construction methods | 40 hours (indicative) |
|            | Students will learn to sew and apply fabric decorating techniques so that they can follow the design process and create a unique textile item. They will learn about sewing a circuit and adding LED lights and a battery to their project |   |                       |
|            | <b>Compulsory Digital Component (50 hours)</b> 5 hours   |   |                       |
|            | <b>Practical experiences</b> Design and create an e-textile item   |   |                       |
|            | <b>Reporting outcomes</b> TE4-9MA, TE4-10TS  | <b>Life Skills reporting outcomes</b> TELS4-10MA, TELS4-11TS  |                       |
| Rotation 3 | <b>Food Technologies</b>   | <b>Design Project</b> – Create a healthy snack for a teenager   | 40 hours (indicative) |
|            | Students will learn about food safety and nutrition. They will develop a range of skills needed to create and produce nutritious food options.   |   |                       |
|            | <b>Practical experiences</b> – Design and produce a range of nutritious food items   |   |                       |
|            | <b>Reporting outcomes</b> TE4-2DP TE4-6FO  | <b>Life Skills reporting outcomes</b> TELS4-2DP TELS4-7FO   |                       |
| Rotation 4 | <b>Engineered Systems</b>  | <b>Design Project</b> – Build an engineered machine   | 40 hours (indicative) |
|            | Students work collaboratively to design and make engineered machines. Within this course they explore design concepts, structural aspects, velocity, motion and calculating mass in the construction of their machine.                     |   |                       |
|            | <b>Practical experiences</b> – Building and testing machines made from a variety of materials  |   |                       |
|            | <b>Reporting outcomes</b> TE4-1DP TE4-8EN  | <b>Life Skills reporting outcomes</b> TELS4-2DP TELS4-9EN   |                       |



# Yass High School



|                   |  |   |                       |
|-------------------|--|---|-----------------------|
| <b>Rotation 5</b> | <b>Agricultural Technologies</b>   | <b>Design Project – Design a water monitoring system</b>  | 40 hours (indicative) |
|                   | Students will have the opportunity to raise chickens as an introduction to animal systems and will learn about plant production systems by growing vegetable crops. They will investigate the use of technologies to manage agricultural systems. Students will also look at the difference between Indigenous and European agriculture systems. |   |                       |
|                   | <b>Compulsory Digital Component (50 hours) 5 hours</b>   |   |                       |
|                   | <b>Practical experiences – handling of plants and animals and designing a water monitoring system using a microbit.</b>  |   |                       |
|                   | <b>Reporting outcomes</b> TE4-3DP, TE4-5AG   | <b>Life Skills reporting outcomes</b> TELS4-1DP TELS4-6AG |                       |

|                   |   |  |                       |
|-------------------|---|--|-----------------------|
| <b>Rotation 6</b> | <b>Material Technologies – Timber</b>   | <b>Design Project – Design and make a timber product</b>   | 40 hours (indicative) |
|                   | Students will complete a tool test piece demonstrating their ability to follow a basic plan and use tools safely and correctly. After their test piece they will create a timber project with an original design. |  |                       |
|                   | <b>Practical experiences – Use of hand tools to make timber products</b>  |  |                       |
|                   | <b>Reporting outcomes</b> TE4-9MA   | <b>Life Skills reporting outcomes</b> TELS4-10MA TELS-11TS |                       |

|                | <b>Semester 1<br/>Year 7</b>   | <b>Semester 2<br/>Year 7</b>   | <b>Term 1<br/>Year 8</b> | <b>Term 2<br/>Year 8</b> | <b>Term 3<br/>Year 8</b> | <b>Term 4<br/>Year 8</b> |
|----------------|--------------------------------|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Class 1</b> | Agriculture<br>Term 2 – Week 6 | Textiles<br>Term 2 - Week 9    | Timber<br>Week 8         | Food<br>Week 8           | Engineering<br>Week 6    | Digital<br>Week 6        |
| <b>Class 2</b> | Digital<br>Term 1 - Week 10    | Agriculture<br>Term 2 – Week 8 | Textiles<br>Week 10      | Timber<br>Week 8         | Food<br>Week 8           | Engineering<br>Week 6    |
| <b>Class 3</b> | Engineering<br>Term 2 - Week 2 | Digital<br>Term 3 - Week 10    | Agriculture<br>Week 8    | Textiles<br>Week 10      | Timber<br>Week 8         | Food<br>Week 8           |
| <b>Class 4</b> | Food<br>Term 2 - Week 5        | Engineering<br>Term 4 - Week 2 | Digital<br>Week 6        | Agriculture<br>Week 8    | Textiles<br>Week 10      | Timber<br>Week 8         |
| <b>Class 5</b> | Timber<br>Term 2 - Week 5      | Food<br>Term 4 - Week 5        | Engineering<br>Week 6    | Digital<br>Week 6        | Agriculture<br>Week 8    | Textiles<br>Week 10      |
| <b>Class 6</b> | Textiles<br>Term 2 - Week 8    | Timber<br>Term 4 - Week 5      | Food<br>Week 8           | Engineering<br>Week 6    | Digital<br>Week 6        | Agriculture<br>Week 8    |

## **Course Outcomes - Technology Mandatory Years 7–8**

Outcomes:

TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities

TE4-2DP plans and manages the production of designed solutions

TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects

TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language

TE4-5AG investigates how food and fibre are produced in managed environments

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

TE4-7DI explains how data is represented in digital systems and transmitted in networks

TE4-8EN explains how force, motion and energy are used in engineered systems

TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions

TE4-10TS explains how people in technology related professions contribute to society now and into the future

## YEAR 7 ASSESSMENT PLANNING 2023

|               |          |             |             |             |          |
|---------------|----------|-------------|-------------|-------------|----------|
| <b>Term 1</b> | Week 1/2 | Week 3      | Week 4      | Week 5      | Week 6   |
|               |          |             | Maths       |             | Language |
|               |          |             |             |             |          |
|               | Week 7   | Week 8      | Week 9      | Week 10     | Week 11  |
|               | English  | Visual Arts | History     | PDHPE       |          |
|               |          | Music       | Science     |             |          |
|               |          |             |             |             |          |
| <b>Term 2</b> | Week 1   | Week 2      | Week 3      | Week 4      | Week 5   |
|               |          |             | Music       | Visual Arts | English  |
|               |          |             |             | Language    | Science  |
|               |          |             |             | Music       | Maths    |
|               | Week 6   | Week 7      | Week 8      | Week 9      | Week 10  |
|               | History  |             |             | PDHPE       |          |
|               |          |             |             |             |          |
| <b>Term 3</b> | Week 1   | Week 2      | Week 3      | Week 4      | Week 5   |
|               |          |             |             | Maths       |          |
|               |          |             |             |             |          |
|               | Week 6   | Week 7      | Week 8      | Week 9      | Week 10  |
|               | English  |             | History     | PDHPE       | Language |
|               | Music    |             | Visual Arts | Science     |          |
|               |          |             | Music       |             |          |
| <b>Term 4</b> | Week 1/2 | Week 3      | Week 4      | Week 5      | Week 6   |
|               |          | Music       | English     | History     | Music    |
|               |          |             | Visual Arts | Science     | Language |
|               |          |             |             | Maths       |          |
|               | Week 7   | Week 8      | Week 9      | Week 10     | Week 11  |
|               |          |             |             |             |          |
|               |          |             |             |             |          |
|               |          |             |             |             |          |

\*Technology Mandatory subjects are not included on this sheet as all assessments are in class and have a variety of due dates due to the different courses – See Scope and Sequence documents