



Stage 4 (Years 7/8)

School Monitoring and Assessment Procedures and Course Assessment Schedules

2018

ASSESSMENT PRINCIPLES

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. At Chifley College Dunheved Campus, monitoring and assessment of student learning is designed to support every student improve every year.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- be based on syllabus outcomes
- be a valid instrument for what they are designed to assess
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of task types
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time.

At Chifley College Dunheved Campus, there is strong commitment to the goal that *every child is known, valued and cared for in our school*. Teachers consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning. Monitoring of student learning is an important tool for early intervention by school support staff for any student struggling to cope with the demands of school. Hence, the school's monitoring and assessment procedures run parallel to the school's wellbeing system of student support.

The following procedures and course assessment schedules offer guidance for all students - assisting them to effectively plan ahead and take responsibility for managing their own learning. I trust that this booklet will be a useful tool for students in Stage 4 at Chifley College Dunheved Campus.

Jennifer Ribeiro
Principal

STAGE 4 HOMEWORK

Homework bridges the gap between learning at school and learning at home. It reinforces work completed in class. It helps develop skills such as planning, research and time management. It allows for practising, extending and consolidating work done in class.

The Benefits of Homework

Homework is valuable because it:

- strengthens home-school links
- allows for practising, extending and consolidating work done in class
- teaches students how to plan and organise their time
- develops students' research skills
- establishes habits of study, concentration and self-discipline which will serve students for the rest of their lives
- reaffirms the role of parents and caregivers as partners in education
- provides parents and caregivers with insights into what is being taught in the classroom and the progress of their children
- challenges and extends students

You can expect homework to:

- be appropriate for each student's age and ability
- take into account students' commitments out of school hours, such as sport, part-time employment and home responsibilities
- take into account technology such as computers, E-mail and the Internet without disadvantaging those students who do not have access to this technology
- be marked promptly and accurately so students have regular feedback

Types of Homework

There are three main types of homework:

Practice exercises

Students apply new knowledge or review, revise and reinforce newly acquired skills. Examples of such exercises are memorisation of mathematical tables, practising spelling words, essay writing and reading for pleasure.

Preparatory homework

Students gain background information on a unit of study to better prepare them for future lessons, for example, reading and collecting geometric shapes.

Extension assignments

Students are encouraged to pursue knowledge individually and imaginatively. Assignments might include writing a book review, researching local news or retrieving items from the Internet.

While homework is an important component of the teaching and learning process, Chifley College, Dunheved Campus recognises that it is important for students to have time for play, leisure and physical activities outside of school.

STAGE 4 ASSESSMENT PROCEDURES

The Purpose of your School Assessment

There are some aspects of your study which cannot be adequately assessed through examinations such as practical work in Science and oral work in English. Your school assessments are designed to measure these achievements as well as your achievements in examinations. Your school assessments will measure your actual performance in the whole course.

Satisfactory Completion of a Course

“Satisfactory completion” means that, in the Principal’s view, there is sufficient evidence that you have:

- followed the course developed or endorsed by the Board of Studies;
- applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- achieved some or all of the course outcomes;
- attended school sufficiently regularly so that course completion requirements can be met. As a general rule, an attendance rate of at least 85% would be expected.

School Assessment Tasks

School-based assessment tasks are linked to standards because the tasks focus on outcomes, they are:

- valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.
- each task enables teachers to collect information about the students’ achievement in relation to one or several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response.
- work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.
- reports will be available at the end of Semester 1 and Semester 2. Each report will indicate your performance in each course at that time.

Course Assessment Schedule

It is your responsibility to check with the relevant Head Teacher if any areas of the course schedule need clarification, or if you do not have a course assessment schedule for a subject which you are studying.

The course assessment schedule is mandatory and is not negotiable. It contains information about the set tasks in each component of your course. The course assessment schedule also informs you of approximately when the various assessment tasks will take place, and tells you the weighting of each task.

The date of each assessment task will be provided by the classroom teacher, in writing, at least two weeks prior to the task.

Student is absent from an assessment task due to sickness

If a student is sick and cannot attend on the day of the task or date a task is due, the student is to:

- notify the school by phone on 96236600 on the day of the task or as soon as possible following this date;
- on the first day of return to school, bring parent note and/or a doctor's certificate attached and present it to the Classroom Teacher/Head Teacher.

The Classroom Teacher/Head Teacher may award an extension of time or a mark may be awarded based on a substitute task or on other available information. Where there is no valid reason for not completing an assessment task, a zero mark will be recorded for that task. Students should still submit the task to gain necessary feedback.

Hand-In Tasks

Hand-in tasks should be submitted to the teacher / faculty as specified on the notification of the assessment task.

If an assessment task is submitted late, and there is no valid reason, students will receive a zero for that task. Students should still submit the task to gain necessary feedback.

Technology and Assessment Tasks

Technology and/or computer equipment failure may not be valid grounds for misadventure involving the late submission of assessment tasks.

To assist students in the utilisation of technology, the following guidelines should be considered:

- always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- back-up files regularly.
- print out copies of drafts and keep them while the assignment is in progress.
- bring a copy of the file to school by either email, USB, CD

Academic Integrity

The NSW Education Standards Authority (NESA) has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by Chifley College, Dunheved Campus expectations. All work presented in assessment tasks and examinations (including submitted works and practical examinations), must be your own.

What is Malpractice?

Malpractice is any activity undertaken by a student that allows him/her to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as one's own
- using material directly from books, journals, CDs or the Internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as one's own
- submitting work to which another person, such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- not making a genuine effort with an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Misconduct in formal examinations and other assessment tasks

Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with school rules or causes disruption to assessment procedures.

All class tasks including formal examinations must be attempted seriously. Non-serious attempt or offensive language in answers will be referred to the Head Teacher and may be awarded a zero for that task.

COURSE REQUIREMENTS

Satisfactorily completing the course

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- followed the course developed or endorsed by the Authority;
- applied himself/herself with diligence and sustained effort to the set tasks and experiences provided the course by the school; and,
- achieved some or all of the course outcomes

Assessment of Outcomes

Twice a year, students are provided with a report which allocates an overall grade for each course, outlining student achievement levels. Chifley College, Dunheved Campus uses common grading language across all courses.

Grade	General Performance Descriptors
A	Indicates excellent achievement in the course. The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
B	Indicates a high achievement in this course. The student has a thorough knowledge and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply knowledge and skills to most new situations.
C	Indicates a substantial achievement in this course. The student has demonstrated attainment of the main knowledge and skills objectives of the subject and has achieved a sound level of competence in the processes and skills of the course.
D	Indicates a satisfactory achievement in this course. The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
E	Indicates elementary achievement in this course. The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.

Syllabus Requirements:

Students may access the NSW Education Standards Authority (NESA) through their Webpage: <http://educationstandards.nsw.edu.au>

All updates to syllabus requirements will be located on this webpage. It is updated regularly and has all the relevant dates for things like; advice line, HSC timetables, dates for the release of marks and appeals and copies of past papers so students can access them for home study and extra practice.

The NESA website houses all new information and changes to any of the syllabus requirements. Students and parents have access to this information. Teachers will keep abreast of changes, but students are also encouraged to check the website for their own information.

THE EXPECTATIONS FOR STUDENTS AND TEACHERS AT DUNHEVED CAMPUS

School Monitoring and Assessment Procedures Booklet

When Stage 4 students receive their School Monitoring and Assessment Procedures booklet they will sign to indicate they have received it. This booklet will contain a schedule of assessment tasks with outcomes for each course. The schedule will also contain a brief task description, weighting for each task, and anticipated (approximate) due dates.

Record Keeping/Administration for Grading Advice

KLA mark books will be kept by all staff (electronic or hard copy) and a central KLA Mark book will be maintained on SENTRAL Markbook.

A KLA attendance register for all lessons will also be maintained by individual staff in a central location on SENTRAL PxP. Classroom attendance, as distinct from school attendance, is monitored by the classroom teacher and the Head Teacher. Such attendance concerns are the responsibility of subject areas and warning letters can be sent home expressing this concern.

It is the responsibility of each subject area to maintain all documentation regarding progress towards completion of a course.

Any telephone or other correspondence (fax, e-mail, etc) should be recorded and retained as evidence that a student has or has not satisfactorily met the Course Completion Criteria.

CONCLUDING COMMENTS

Student responsibilities:

- you are expected to complete ALL assessment tasks by the due dates and times specified.
- all work submitted must be your own work.
- it is your responsibility to be aware of assessment task dates for all your courses and to organise your schedule accordingly.

Essential Organization:

- be positive and optimistic.
- take responsibility for managing your assessment schedule and meeting deadlines.
- ensure you are familiar with all relevant sections of this assessment booklet.
- keep a record of tasks completed for each subject so, at any given time, you know exactly what proportion of your course assessment has been completed and how much remains.
- seek feedback from teachers about what you need to do to improve and make further progress.

If there are any further questions about this School Monitoring and Assessment Procedures booklet and Course Assessment Schedules, please contact the relevant Head Teacher, Stage Adviser or Deputy Principal.

Mrs Jennifer Ribeiro
Principal

COURSE ASSESSMENT SCHEDULES STAGE 5

English

Mathematics

Science

Geography

History

Aboriginal Studies

Mandatory Languages – Japanese

Personal Development, Health and Physical Education

Technology (Mandatory)

Music

Visual Arts

Life Coaching

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.

ENGLISH - YEAR 7				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	EN4-1A, EN4-7D	Project Based Assessment	25%	Term 1, Week 8
2	EN3-3B, EN4-9E	Common Assessment	25%	Term 2, Week 5
3	EN4-2A, EN4-4B, EN4-6C	Project Based Assessment	25%	Term 3, Week 8
4	EN4-5C, EN4-8D	Common Assessment	25%	Term 4, Week 5

ENGLISH - YEAR 8, 7/8 NAMATJIRA & 7/8 LAWSON				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	EN4-3B, EN4-4B	Project Based Assessment	25%	Term 1, Week 8
2	EN4-6C, EN4-8D	Common Assessment	25%	Term 2, Week 5
3	EN4-1A, EN4-2A, EN4-9E	Project Based Assessment	25%	Term 3, Week 8
4	EN4-5C, EN4-7D	Common Assessment	25%	Term 4, Week 5

MATHEMATICS

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 quadric equations
- MA4-11NA creates and displays number patterns; graphs and analysis 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 angle relationships, including those related to transversals on sets of parallel lines
- MA4-19SP collects, represents and interrupts 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

Please note that the Mathematics K-10 Syllabus describes a continuum of mathematics learning and at any one time individual students may be operating at different stages in different strands, therefore it is sometimes necessary to make adjustments to the schedule.

MATHEMATICS – YEAR 7 & 7/8 LAWSON				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA MA4-5NA	Project Based Assessment	25%	Term1, Week 5
2	MA4-1WM, MA4-2WM, MA4-3WM, MA4-5NA, MA4-9NA	Common Assessment	25%	Term 2, Week 5
3	MA4-1WM, MA4-2WM, MA4-3WM, MA4-NA, MA4-10NA, MA4-21SP	Project Based Assessment	25%	Term 3, Week 5
4	MA4-1WM, MA4-2WM, MA4-3WM, MA4-12MG, MA4-13MG, MA4-15MG, MA4-18MG	Common Assessment	25%	Term 4, Week 5

MATHEMATICS – YEAR 8 & 7/8 NAMATJIRA				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	MA4-1WM, MA4-2WM MA4-3WM, MA4-5NA MA4-6NA	Project Based Assessment	25%	Term 1, Week 5
2	MA4-1WM, MA4-2WM MA4-3WM, MA4-7NA MA4-8NA, MA4-9NA	Common Assessment	25%	Term 2, Week 5
3	MA4-1WM, MA4-2WM MA4-3WM, MA4-10NA, MA4-11NA, MA4-19SP, MA4-20SP	Project Based Assessment	25%	Term 3, Week 5
4	MA4-1WM, MA4-2WM MA4-3WM, MA4-12MG MA4-13MG, MA4-14MG MA4-16MG, MA4-18MG	Common Assessment	25%	Term 4, Week 5

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 life elements, compounds and mixtures relate to their uses in everyday

SCIENCE – YEAR 7				
Task	Course Outcomes	Task Description	Weight	Due Date Beginning
1	SC4-4WS, SC4-6WS, SC4-16CW, SC-4-17CW	Knowledge and Skills Portfolio	25%	Progressive throughout Term 1, completed by Term 2, Week 2
2	SC4-8WS, SC4-9WS, SC4-12ES	Presentation of Models	20%	Term 2, Week 9
3	SC4-4WS, SC4-5WS, SC4-6WS, SC4-10PW, SC4-11PW	STEM Project - Design and Test a Toy / Game	30%	Term 3, Week 7
4	SC4-10PW, SC4-11PW, SC4-14LW, SC4-15LW, SC4-12ES, SC4-9WS	Yearly Examination	25%	Term 4, Week 5

SCIENCE - YEAR 8, 7/8 NAMATJIRA & 7/8 LAWSON				
Task	Course Outcomes	Task Description	Weight	Due Date Beginning
1	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, C4-CW16, SC4-17CW	Chemical World - Project Based Learning	25%	Term 1, Week 8
2	SC4-16CW, SC4-17CW, SC4-12ES, SC4-9WS	Half Yearly Examination - incl. Modelled report	20%	Term 2, Week 5
4	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-14LW, SC4-15LW	Stage 4 SRP - First Hand Investigation and Full Practical Report	35%	Term 4, Week 2
5	SC4-14LW, SC4-15LW, SC4-13ES, SC4-10PW, SC4-9WS	Yearly Examination	20%	Term 4, Week 5

GEOGRAPHY

A student:

- 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 environment 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

GEOGRAPHY - YEAR 7				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	GE4-1, GE4-2, GE4-8	Diorama and Oral Presentation	25%	Term 1, Week 5
2	GE4-3, GE4-5, GE4-7	Case Study	25%	Term 1, Week 10
3	GE4-1, GE4-2, GE4-3	Yearly Examination	25%	Term 2, Week 5
4	GE4-3, GE4-4, GE4-5, GE4-6	Pamphlet	25%	Term 2, Week 6

GEOGRAPHY - YEAR 8				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	GE 4-1, GE 4-3, GE 4-4, GE 4-8	Research Task	25%	Term 3, Week 5
2	GE 4-1, GE 4-3, GE 4-6, GE 4-8	Oral Presentation	20%	Term 3, Week 9
3	GE 4-2, GE 4-3, GE 4-5, GE 4-7	Case Study	20%	Term 4, Week 6
4	GE 4-1, GE 4-2, GE 4-4, GE 4-5	Yearly Examination	35%	Term 4, Week 5

GEOGRAPHY - 7/8 NAMATJIRA & 7/8 LAWSON				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	GE4-1, GE4-2, GE4-8	Diorama & Oral Presentation	25%	Term 1, Week 5
2	GE4-3, GE4-5, GE4-7	Case Study	25%	Term 1, Week 10
3	GE4-1, GE4-2, GE4-3	Yearly Exam	25%	Term 2, Week 5
4	GE4-3, GE4-4, GE4-5, GE4-6	Pamphlet	25%	Term 2, Week 6

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 identifies major periods of historical time and sequences people and events within specific periods of 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

HISTORY - YEAR 7				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	HT4.1, HT4.5, HT4.6, HT4.8, HT4.10	Oral Presentation	25%	Term 3, Week 5
2	HT4.1, HT4.2, HT4.3, HT4.6	Research Essay	25%	Term 3, Week 9
3	HT4.2, HT4.4, HT4.9	Site Study	25%	Term 4, Week 5
4	HT4.5, HT4.6, HT4.9, HT4.10	Yearly Examination	25%	Term 4, Week 6

HISTORY – YEAR 8				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	HT4-3, HT4-7, HT4-10	Essay	20%	Term 1, Week 5
2	HT4-2, HT4-6, HT4-9	Oral presentation	20%	Term 1, Week 9
3	HT4-3, HT4-5, HT4-7, HT4-8, HT 4-9, HT 4-10	Research Task	20%	Term 2, Week 5
4	HT4-2, HT4-5, HT4-8, HT4-10	Yearly Examination	40%	Term 2, Week 6

HISTORY - 7/8 NAMATJIRA & 7/8 LAWSON				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	HT4.1, HT4.5, HT4.6, HT4.8, HT4.10	Oral presentation	25%	Term 3, Week 5
2	HT4.1, HT4.2, HT4.3, HT4.6	Research Essay	25%	Term 3, Week 9
3	HT4.2, HT4.4, HT4.9	Site Study	25%	Term 4, Week 5
4	HT4.5, HT4.6, HT4.9, HT4.10	Yearly Examination	25%	Term 4, Week 6

ABORIGINAL STUDIES

A student:

- 4.1 identifies the factors that contribute to an Aboriginal person's identity
- 4.2 outlines ways in which Aboriginal Peoples maintain their identity
- 4.3 recognises the changing nature of Aboriginal cultures
- 4.4 outlines changes in Aboriginal cultural expression across time and location
- 4.5 identifies the importance of families and communities to Aboriginal Peoples
- 4.6 defines the concepts of self-determination and autonomy in relation to Aboriginal Peoples
- 4.7 describes the contributions and significance of Aboriginal Peoples to Australian society
- 4.8 describes the interaction of the wider Australian community with Aboriginal Peoples and cultures
- 4.9 recognises that personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures
- 4.10 with guidance, uses community consultation protocols and ethical research practices to gather data
- 4.11 with guidance, uses research techniques and technology to locate, select, organise and communicate information and findings

ABORIGINAL STUDIES - YEARS 7 & 8				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	4.1, 4.2, 4.11	Core Part 1 – Aboriginal Identities	25%	Term 1, Week 6
2	4.1, 4.5, 4.11	Core Part 1 – Aboriginal Identities	25%	Term 2, Week 6
3	4.5, 4.6, 4.8	Aboriginal People and Sport	25%	Term 3, Week 6
4	4.4, 4.6, 4.8, 4.10	Film and Television	25%	Term 4 , Week 6

MANDATORY LANGUAGES – JAPANESE

A student:

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

MANDATORY LANGUAGES JAPANESE - YEAR 7				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	1.UL.1, 1.UL.2, 1.UL.4, 1.MLC, 1.MBC.1	Open Book Assessment	25%	Term 1, Week 6
2	1.MBC.1, 1MBC.2	Speaking Task	25%	Term 2, Week 6
3	1.UL.2, 1.UL.3	Presentation	20%	Term 3 , Week 7
4	1.UL.1, 1.UL.2, 1.UL.4	Yearly Exam	30%	Term 4 , Week 6

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

A student:

- 4.1 describes and analyses the influences on a sense of self
- 4.2 identifies and selects strategies that enhance their ability to cope and feel supported
- 4.3 describes the qualities of positive relationships and strategies to address the abuse of power
- 4.4 demonstrates and refines movement in a range of contexts and environments
- 4.5 combines the features and elements of movement composition to perform in a range of contexts and environments
- 4.6 describes the nature of health and analyses how health issues may impact on young people
- 4.7 identifies the consequences of risk behaviours and describes strategies to minimise harm
- 4.8 describes how to access and assess health information, products and services
- 4.9 describes the benefits of a balanced lifestyle and participation in physical activity
- 4.10 explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION – CYCLE 1 2019				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	4.6, 4.7	Half Yearly Examination	20%	Term 2 , Week 3
2	4.7, 4.8	1 st Aid Topic Test with Practical Scenario	15%	Term 3, Week 6
3	4.9, 4.10	Fit for Life Fitness Testing	15%	Term 4, Week 5
4	4.4, 4.5	Ongoing Practical	50%	All Year

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION – CYCLE 2 2018				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	4.1, 4.2	Topic Test	20%	Term 2 , Week 3
2	4.2, 4.3	Changes and Challenges	15%	Term 3, Week 6
3	4.3	Power Take - Home Task	15%	Term 4, Week 5
4	4.4, 4.5	Ongoing Practical	50%	All Year

TECHNOLOGY (MANDATORY)

A student:

- 4.1.1 applies design processes that respond to needs and opportunities in each design project
- 4.1.2 describes factors influencing design in the areas of study of Built Environments, products, and Information and Communications
- 4.1.3 identifies the roles of designers and their contribution to the improvement of the quality of life
- 4.2.1 generates and communicates creative design ideas and solutions
- 4.2.2 selects, analyses, presents and applies research and experimentation from a variety of sources
- 4.3.1 applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects
- 4.3.2 demonstrates responsible and safe use of a range of tools, materials and techniques in each design project
- 4.4.1 explains the impact of innovation and emerging technologies on society and the environment
- 4.5.1 applies management processes to successfully complete design projects
- 4.5.2 produces quality solutions that respond to identified needs and opportunities in each design project
- 4.6.1 applies appropriate evaluation techniques throughout each design project
- 4.6.2 identifies and explains ethical, social, environmental and sustainability considerations related to design projects

TECHNOLOGY (MANDATORY) – YEAR 7

Task	Course Outcomes	Task Description	Weight	Due Date
1	4.1.2, 4.3.2	Introduction to Technology Mandatory - Safety	10%	Each class will complete each unit over the course of the year.
2	4.2.2	Persuasive writing task	10%	
3	4.1.3, 4.2.2	The work of designers	20%	
4	4.1.1, 4.3.1, 4.3.2, 4.6.1	Wood Technology Project and Folio	20%	The task will be due at the end of the term.
5	4.1.1, 4.3.1, 4.3.2, 4.6.1	Food Technology- Packaging and practical assessment	20%	
6	4.1.1, 4.3.1, 4.3.2, 4.6.1	Model Making	20%	

TECHNOLOGY (MANDATORY) – YEAR 8

Task	Course Outcomes	Task Description	Weight	Due Date
1	4.4.1, 4.6.2	Persuasive Writing Task	20%	Each class will complete each unit over the course of the year.
2	4.1.1, 4.2.1, 4.3.1, 4.3.2, 4.5.1, 4.5.2, 4.6.1	Wood Technology- Project and Folio	20%	
3	4.1.1, 4.2.1, 4.3.1, 4.3.2, 4.5.1, 4.5.2, 4.6.1	Graphics Technology- Folio	20%	
4	4.1.1, 4.2.1, 4.3.1, 4.3.2, 4.5.1, 4.5.2, 4.6.1	Food Technology- Folio and Practical Assessment	20%	The task will be due at the end of the term.
5	4.1.1, 4.2.1, 4.3.1, 4.3.2, 4.5.1, 4.5.2, 4.6.1	Textiles Technology- Project and Folio	20%	

MUSIC

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 nontraditional notation
- 4.6 experiments with different forms of technology in the composition process
- 4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
- 4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
- 4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
- 4.10 identifies the use of technology in the music selected for study, appropriate to the musical concept
- 4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form
- 4.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening

MUSIC - YEAR 7				
Task	Course Outcomes	Task Description	Weight	Due Date Beginning
1	4.7, 4.10, 4.11	Music Concepts/Theory Topic Test	25%	Term 1, Week 8
2	4.1, 4.3, 4.9, 4.12	Performance Assessment	25%	Term 2, Week 5
3	4.2, 4.4, 4.6	Digital Music (Technology) - Composition Assessment	25%	Term 3, Week 8
4	4.5, 4.7, 4.8	Yearly/Aural Examination	25%	Term 4, Week 4

MUSIC - YEAR 8, 7/8 NAMATJIRA & 7/8 LAWSON				
Task	Course Outcomes	Task Description	Weight	Due Date Beginning
1	4.1, 4.2, 4.3	Concepts of Music - Basic Mastery Test and Individual Keyboard Performance	25%	Term 1, Week 9
2	4.4, 4.5, 4.6	Group Song Writing Composition Task	25%	Term 2, Week 6
3	4.3, 4.6, 4.10	The Guitar & Technology	25%	Term 3, Week 9
4	4.8, 4.9, 4.12	Yearly/Aural Examination	25%	Term 4, Week 5

VISUAL ARTS

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

VISUAL ARTS – YEAR 7				
Task	Course Outcomes	Task Description	Weight	Due Date
1	4.1, 4.6	Elements of Art	20%	Term 1, Week 9
2	4.8, 4.9	Persuasive Text	20%	Term 2, Week 3
3	4.1, 4.3, 4.7	The Frames of Art – Structural and Cultural	20%	Term 3, Week 9
4	4.4, 4.5, 4.8	Visual Arts Diary	20%	Term 4, Week 3
5	4.1, 4.3, 4.6	Body of Work	20%	Term 4, Week 4

VISUAL ARTS – YEAR 8, 7/8 NAMATJIRA & 7/8 LAWSON				
Task	Course Outcomes	Task Description	Weight	Due Date
1	4.4, 4.10	Australian Stories Through Art	20%	Term 1, Week 8
2	4.2, 4.8	Conceptual Framework	20%	Term 2, Week 4
3	4.1, 4.5	Visual Arts Diary & Body of Work	10%	Term 2, Week 6
4	4.3, 4.7	Post Modern & Subjective Frames	20%	Term 3, Week 9
5	4.6, 4.9	Interpreting Artworks	20%	Term 4, Week 5
6	4.1, 4.5	Visual Arts Diary & Body of Work	10%	Term 4, Week 6

LIFE COACHING

The purpose of life coaching is for all students to have the opportunity to connect, succeed and thrive at each stage of their development and learning.

Targets include:

- Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.
- Students have positive and respectful relationships with each other, their teachers and the community.
- Students experience a sense of belonging and connectedness that respects diversity and identity.
- Students are self-aware and regulate their own emotions and behaviours.
- Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.
- Students are connected with their cultural, religious or spiritual backgrounds.
- The school is focused on building individual and collective wellbeing through a climate of care and positivity.
- Students are succeeding in their learning.
- Students strive toward and achieve meaningful goals.
- Students are confident and resilient learners. They have positive self- esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning.
- Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.
- Students develop strong positive character traits that are reflected in their behaviour decision making and relationships.
- Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.
- Students are self-directed, take initiative and grasp opportunity.
- Students contribute to the learning of other students and to the school community more broadly.
- Students have a strong sense of meaning and purpose.
- Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.
- Students are recognised and celebrated.

Wellbeing - Life Coaching Program Overview

Term 1 <i>Connect</i>	Term 2 <i>Connect</i>	Term 3 <i>Succeed</i>	Term 4 <i>Thrive</i>
<ul style="list-style-type: none"> • Domains of wellbeing • Goal Setting • Creation of CLIP • Introduction to CCDC Wellbeing Framework • School Uniform Policy • Attendance Policy • Anti-Bullying Plan • Positive Behaviour for Learning 	<ul style="list-style-type: none"> • Review and update CLIP • Track and update wellbeing goals • Student Leadership • Half-Yearly Self-Reflection • Emotional Wellbeing • Resilience • Positive Behaviour for Learning 	<ul style="list-style-type: none"> • Review CLIP & Wellbeing goals • Student Diversity • Spiritual Wellbeing • Positive Psychology • Communication Skills • Positive Behaviour for Learning 	<ul style="list-style-type: none"> • Review CLIP and Wellbeing goals • Personal Health and Safety • Yearly Self-Reflection • Gratitude • Positive Behaviour for Learning
Self- analysis and Reflection 			

