

**ST BEDE'S
CATHOLIC COLLEGE**

**YEAR 7
ASSESSMENT HANDBOOK**



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Dear Parents and Students,

In today's educational environment, 'assessment' cannot be separated from 'learning'. If assessment is appropriately connected to what we are learning then we can clearly understand if learning is really taking place and to what level of success. It is said by many educational leaders that 'assessment drives learning'. Knowing where students are at with their learning assists the class teacher in their planning.

This Assessment Handbook is a valuable resource for you throughout 2018. The purpose of this document is to provide you with detailed information regarding assessment throughout the year. You are notified of the various assessment tasks and when they will go ahead. Additional specific course and assessment task requirements may be issued by individual teachers and the Studies Coordinators as deemed necessary due to the nature of each task.

It is each student's responsibility to become familiar with all the requirements for assessment and with the particular requirements of each course being undertaken. Successful learners are conscious of workloads and manage their time to ensure they complete all assessment tasks by the due date. A balanced approach to homework and study is vital to the wellbeing of all students.

Despite our best intentions in putting together this assessment program, changes may occur. Any change, if it does occur, is expected to be minor and ample forward notice will be given to the relevant students.

I wish all students every success over the course of the year.



*Brett Donohoe
Assistant Principal*

Introduction

This assessment handbook provides information to parents and students about a range of assessment and reporting matters such as:

- the scheduling and weighting of formal assessment tasks to be conducted in each subject in Year 7 over the duration of the 2018 school year
- Standards-Referenced Assessment and how grades are determined
- rules and regulations regarding the completion of assessment tasks
- details of Reporting
- other relevant information about assessment and reporting.

Year 7 Curriculum 2018

Bell Times

Monday, Tuesday and Thursday

Session	Begins	Ends
Homeroom	8.45am	9.00am
Period 1	9.00am	10.05am
Period 2	10.05am	11.10am
Recess	11.10am	11.40am
Period 3	11.40am	12.40pm
Period 4	12.40pm	1.40pm
Lunch	1.40pm	2.10pm
Period 5	2.10pm	3.10pm

Wednesday (Wellbeing/Assembly Day)

Session	Begins	Ends
Wellbeing/Assembly	8.45am	9.35am
Period 1	9.35am	10.30am
Recess	10.30am	11.00am
Period 2	11.00am	11.55am
Period 3	11.55am	12.50pm
Lunch	12.50pm	1.20pm
Period 4	1.20pm	2.15pm
Period 5	2.15pm	3.10pm

Friday (Sport Day)

Session	Begins	Ends
Homeroom	8.45am	9.00am
Period 1	9.00am	10.05am
Period 2	10.05am	11.10am
Recess	11.10am	11.40am
Period 3	11.40am	12.45pm
Lunch	12.45pm	1.10pm
Sport	1.10pm	3.10pm

Subjects Taught

2018	2019
Mathematics	Mathematics
English	English
HSIE (History and Geography, run concurrently)	HSIE (History and Geography, run concurrently)
Science	Science
Religious Studies	Religious Studies
TAS (Technology and Applied Studies)	TAS (Technology and Applied Studies)
PDHPE (Personal Development, Health and Physical Education)	PDHPE (Personal Development, Health and Physical Education)
Music	Visual Art
	LOTE (Languages other than English)

How is High School different?

Students entering High School will experience excitement, challenges and lots of opportunities. Students have added responsibility and it is essential parents appreciate the additional requirements and they support and encourage their child in their learning and organisation. Students in high school will:

- have several class teachers
- have more subjects
- be required to bring specific equipment to class each day
- need to move to different classrooms at the end of each period
- have a timetable for their allocated classes and rooms
- have more homework and requirement for study (expect approximately one hour a night).

Parents are encouraged to support their child by:

- encouraging them to see or email their teacher in times where they have trouble
- showing an active interest in what they are learning at school
- following up on work due
- checking and signing their planners every weekend
- seeing they bring the correct equipment to school including a fully charged device, the Casio fx82AU plus calculator
- providing a suitable quiet learning space for their child each evening
- developing their child's healthy study habits and a balanced 'work, rest and play' routine

- engaging them in everyday tasks such as budgeting, measurement, cooking, reading clocks or timetables or discussing documentaries.

Structure

The College operates on a fortnightly timetable (cycle). In each school term the odd weeks will be Week A, whilst the even weeks will be Week B in their timetable.

There will be four streams of up to 30 students in each of the classes in Maths, Science, English, HSIE and PDHPE. There will be six streams of up to 20 students in each of the classes in Religion, Music and TAS.

Subjects have been integrated to form clusters as follows:

- English/HSIE for 13 periods a cycle
- Maths/Science for 13 periods a cycle

The six Religious Studies classes are timetabled as independent classes.

PDHPE has 5 periods every cycle. Three periods are theory lessons and two periods are practical lessons. The practical lessons occur each Tuesday. The four PDHPE classes are timetabled as paired classes, so teachers can have theory or practical lessons together.

There are six Homeroom classes of up to 20 students not linked to House Colours. The Homeroom teacher is also the teacher of the wellbeing session period 1 each Wednesday in Week B.

Contemporary Classrooms

During Semester 1 2018 students are based in the Flexible Learning Village. Four classrooms are aligned together with open walls to enable flexibility in teaching and learning. Maths/Science and English/HSIE are timetabled together in adjacent rooms. Classes for PDHPE are also paired and timetabled to be in adjacent rooms. A variety of furniture types including smaller round tables, rectangular tables and amphitheatre style seating, are added to each classroom to cater for a variety of teaching and learning methods. Furniture is lightweight and easy to move to arrange classes into different configurations.

A larger general-purpose meeting room is also constructed near the four classrooms. This room accommodates for all music classes, year meetings, assemblies and parent gatherings.

The learning spaces are used by teachers to personalise learning and cater for the needs of the students. Teaching and learning approaches include:

- specialised direct teacher instruction
- integrated Curriculum (for example, combining English and HSIE where learning covers outcomes in both subjects)
- small group work
- independent learning
- project Based Learning
- learning through technology
- combinations of the above at one time

Learning Technology

- Each classroom has a large format LCD Screen Smart TV on a mobile hydraulic stand coupled with wireless display technology.
- Students utilise OneNote Class Notebooks and Office 365 for education. They are supported by a range of other educational software and services such as digital textbooks for Mathematics and Science, Mathsonline and Clickview.
- The College operates a specific BYOD scheme. The device nominated is the Dell Latitude 3189, a hybrid 2-in-1 education device with active digital stylus.

Satisfactory Completion of a Course

When students enter Stage 4 they are commencing a pattern of study that eventually will result in the student being eligible for a Record of Student Achievement (RoSA). 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) followed the course developed by the Board of Studies (NESA)
- 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 the course outcomes. Attendance at school is an important component for the satisfactory completion of a course.

As a guide, if a student's pattern of attendance does become an issue, the Principal may determine that, because of frequent absence, the above criteria may not be met. Absences will be regarded seriously by the Principal who will give the student early warning of the consequences if further absence from school continues.

Learning Preparation

Teachers often give assignments consisting of reading, problem solving or writing that the students must do after class—usually at home. The purpose of homework is to help reinforce what was taught in class.

Students in Year 7 may receive approximately 15-20 minutes of learning preparation for subjects they have on any given day. Each evening they can expect to have approximately one hour of learning preparation.

Stage 4 (Year 7 and 8) School Assessment Policy

Assessment and its Purpose

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. It is the ongoing process of collecting, analysing and recording information about student progress towards achievement of syllabus outcomes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment for learning, assessment as learning and assessment of learning are approaches that can be used individually or together, formally or informally to gather evidence about student achievement and to improve student learning.

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 is a suitable basis for future learning.

Responsibilities

It is the responsibility of the College to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding
- develop quality assessment tasks and well-constructed marking guidelines aligned to the NESA common grade scale
- provide ongoing regular effective feedback to students in relation to their strengths and areas for development
- provide opportunity for students to reflect on their own work to identify their individual strengths and learning needs
- develop an assessment schedule with weightings for tasks and when tasks are due for each subject
- provide an assessment notification through Compass at the commencement of the unit prior to the assessment due date
- provide an evenly balanced schedule of tasks across the year such that students do not have a concentrated assessment block in any given period
- collate all evidence of learning from assessment tasks, both formal and informal, to make a sound judgement of where each student is at in their learning cycle.

It is the responsibility of each student to:

- be aware of their various assessment instruments (essays, presentations etc). This involves reading this booklet carefully and managing their own schedule
- know the date that each assessment is due. Students will be supplied with an assessment schedule at the beginning of the course. Any change in date will be communicated through the assessment notification.
- ensure that all work is submitted by the due date
- understand if they are absent on the day the assessment task is given they must collect a copy of the task from the teacher on return. Students cannot assume an automatic extension – application must be made
- notify class teachers if other College commitments, such as debating or sport, clash with assessment dates
- use feedback from teachers, or opportunities to self-assess, as the basis for developing skills, knowledge and understanding

Feedback on Learning Tasks

Formal assessment tasks and notifications will be published to parents and students through 'Learning Tasks' on Compass. Parents and students at any given time may access their Learning Tasks and their due date through the 'Learning Tasks' section on Compass. Students and parents will also have teachers publish grades of these tasks to individual parents and students through the same location on Compass.

Absence and Misadventure

Students absent on the day of a formal in-class assessment task or examination, must produce a suitable written explanation of the absence through the Illness, Misadventure and Request for Extension Form (Appendix 1). This form must be completed and sent to the class teacher. The teacher and Studies Coordinator will sign this form with alternate arrangements and provide the completed documentation back to the student.

The written explanation must be an acceptable reason. Parents must also contact the school office indicating absence on the day of the assessment.

The following are acceptable reasons:

1. Absent due to illness

- notify the school office on the day of the task for which the student is absent
- complete the Illness, Misadventure and Request for Extension Form
- the student is to see their class teacher at the beginning of the day of their return to provide their form with an attached parent/carer note explaining the circumstances. Arrangements will then be made with the class teacher for when they will complete the task.

2. Absent due to an acceptable unforeseen circumstance (e.g. funeral)

- notify the school office on the day of the task for which the student is absent
- complete the Illness, Misadventure and Request for Extension Form
- student is to submit this form to their class teacher on immediate return to the College so alternate arrangements can be made to complete the task.

3. Absent due to an acceptable school activity (e.g. representative sport, debating)

The Assistant Principal determines whether the activity warrants a change of circumstance for an approved College representation. In such circumstances the student is to advise their subject teacher prior to the assessment task so that suitable arrangements can be made to complete the task. Generally, the student will complete the task on the following school day and alternate arrangements will be communicated to parents through Compass.

4. Absent due to other acceptable reasons (e.g. granted leave)

Family holidays are strongly discouraged during school periods. Holidays should not be taken during scheduled assessment tasks. Leave from the College during school periods must be applied for in advance, in accordance with the College leave policy. In exceptional circumstances where leave is granted during an assessment period, parents are required to complete the Illness and Misadventure form prior to the leave period and submit this form accompanied by the relevant leave form to the class teacher. The assessment task is to be completed on the day of return to the College. The student must see their class teacher at the beginning of the school day on return. All leave forms and the Absence and Misadventure form are found on the College website in Parent Information.

Submission of Tasks

The assessment notification provided by the subject teacher via Compass to students will identify the due date for submission of a task. If a task is due during a lesson, this will be indicated on the assessment task notice. Unless specified otherwise, all tasks will be due at the beginning of the respective subject.

Students must submit tasks in accordance with the instructions provided by their teacher. Failure to submit required work must be accompanied by an acceptable reason and submitted in writing to the relevant Studies Coordinator. Poor organisation of time and/or social events is not considered acceptable.

No responsibility will be taken if a student gives their assessment to another student, teacher or office staff member. If a student is absent on the due date, parents must contact the relevant teacher via Compass to explain their circumstances.

Late or Non-Submission of Assessment Task

Parents/carers and the student will receive via Compass a letter notifying them of failure to submit an assessment task.

Students who do not submit or complete assessment tasks by the due date will be removed from Friday sport, to complete their task in accordance with the College Behaviour Management Policy.

Plagiarism

Plagiarism refers to the practice of presenting the ideas of another person as your own. This may be in the form of;

- Downloading information from the Internet (cut/ paste)
- Taking information from a published source without acknowledgement
- Copying another student's work
- Getting help or ideas from another person without acknowledgement

Students who plagiarise an assessment task may be removed from opportunities such as time in the yard or Friday sport, to complete a reflection activity and resubmit their assessment task.

Cheating

Cheating is regarded as a non-genuine attempt and will automatically receive a consequence in accordance with the College Student Behaviour Management Policy. Breaching school examination rules, buying/stealing another person's work, paying someone to write material, assisting another student in malpractice are regarded as cheating. Such offences will be communicated to parents via Compass and may result in the student's removal from opportunities, such as time in the yard or Friday sport to complete a reflection activity. Resubmission of the task may also be required.

Information Technology Misadventure

Students may undertake several IT related assessment tasks within each subject area. Students will need to be aware that it is their responsibility to ensure that IT related tasks are attempted and submitted by the due date.

Technical problems and malfunctions (hard drive failure, loss of internet provider, lost/corrupted email attachment, printing glitches, USB or software incompatibility) are not an acceptable excuse for the late submission of any IT

related assessment tasks. In all instances students, should ensure that a backup copy is kept on a USB, portable hard drive or cloud storage.

Students that submit an assessment task late due to technical difficulties or malfunctions will be regarded as a late or non-submission of an assessment task and treated accordingly. The only exception to this rule is when the student can provide the relevant Studies Coordinator with hard evidence (earlier draft copies) of the content and standard of the outstanding assessment task. This evidence will need to be presented to the Studies Coordinator no later than recess on the day that the assessment task is due.

It is strongly recommended that when students are using technology to produce an assessment task, they should aim to complete the task ahead of time so that last minute technical problems/ malfunctions may be resolved.

Non-Serious Attempts

Where an assessment task is submitted and determined to be of an unacceptable standard, the class teacher will bring this to the attention of the relevant Studies Coordinator. The student will be interviewed, and parents will be notified via Compass. The student may be required to resubmit the task or complete the task to an acceptable standard on Friday during sport.

Extensions

All extensions for assessment tasks must be made by completing the Illness, Misadventure and Request for Extension form. Requests must be submitted to the class teacher prior to the due date of the assessment task. The outcome will be communicated to the student through this form.

Appeals Policy

Any disputes over an individual task must be resolved at the time the task is returned to the student. Where the matter cannot be resolved, the class teacher will consult with the relevant Studies Coordinator to resolve the matter.

Standards-Referenced Assessment

All schools in NSW adopt a standards-referenced approach to assessment and reporting. Teachers collect assessment data and their

professional judgement to decide which grades best match the standards that students have achieved.

Allocating Grades within a Standards-Referenced Framework

The Common Grade Scale describes performance at five levels. The scale lets teachers report student achievements in terms of clear, common standards. It summarises how well students achieve at each grade by describing the depth of knowledge and understanding and the range of skills which students at that standard typically demonstrate.

The Common Grade Scale

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.

Allocation of Grades

- Allocation of grades requires teachers to use their professional judgement in relation to standards.
- A professional judgement does not come from a single piece of work such as an end of semester task. Teachers weigh up the information collected for a student up to the time of compilation of the Semester Report. This information comes from formal assessments and informal observations and is accumulated over time.
- a 'C grade' indicates the student has achieved a sound understanding of the content.

- A grade does not label a student, it labels a standard.

Half-Yearly and Yearly Parent Teacher Interviews

- The focus of these interviews is about how well the student achieved the overall standard, the level of achievement in each area of assessment, what needs to be done to improve or maintain achievable standards, not about comparisons with other students.
- Parent/Teacher interviews are an integral second part of the reporting process.

Mandatory Curriculum Requirements for the Award of the Record of School Achievement

The BOSTES mandatory curriculum requirements for the award of a RoSA apply to all NSW schools, and for all students who are candidates for the RoSA.

Religious Studies	The Board Endorsed syllabus to be studied substantially throughout each of Years 9–10. 200 hours to be completed by the end of Year 10.
English	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	The Board Developed syllabuses are to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10, including 100 hours each of History and Geography in each Stage.
Languages Other than English	100 hours to be completed in one Board Developed syllabus or Board Endorsed language course over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
Technological and Applied Studies	The Board Developed Technology (Mandatory) syllabus to be studied for 200 hours in Years 7–8.
Creative Arts	200 hours to be completed consisting of the Board Developed 100-hour mandatory courses in each of Visual Arts and Music. It is an expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health and Physical Education	The Board Developed mandatory 300-hour integrated syllabus in Personal Development, Health and Physical Education to be studied in each of Years 7–10.

Individual Course Details

At the end of each semester students will receive a report which contains outcomes taught in that semester, as well as an overall grade.

In Semester Two there will also be an overall grade which reflects student performance across both semesters.

Assessment Schedule for Religious Studies 2018

Subject:	Religious Studies
Teachers:	Mrs F Duque and Ms S Hopkins
Coordinator:	Mrs F Duque

<p>Overview</p> <p>Students in Years 7-8 study the scriptures in more detail, encountering the Bible as a text of inspiration and challenge. They engage with different portraits of Jesus with a focus on his divinity and his saving mission. The Sacraments are explicitly taught in the context of the sacramentality of life. Students are encouraged to pray and explore Catholic spirituality to foster habits of prayer, knowing that effective prayer transforms and leads to a deeper love of God and one another. Christian life is explained as living in right relationship in the context of building the "Kingdom of God". The Church is seen as celebrating diversity and seeking unity amongst all peoples</p>

<p>Areas of Study</p> <ul style="list-style-type: none"> • Jesus and Scripture • History and Beliefs • Justice and Morality
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Semester 1

	Task 1	Task 2
Due Date	13 April 2018	22 June 2018
Nature of Task	Investigation	Oral Presentation
Weight (%)	60%	40%
Outcomes	JS 4.4 HB 4.3 JM 4.1	HB 4.1 HB 4.5

Semester 2

	Task 3	Task 4
Due Date	31 August 2018	9 November 2018
Nature of Task	In Class Writing Task – Short Answer and Extended Response	Article
Weight (%)	50%	50%
Outcomes	JS 4.1 JS 4.3	JS 4.1 JM 4.1 HB 4.5

Assessment Schedule for English 2018

Subject:	English
Teachers:	Mrs J Hutchinson
Coordinator:	Mr A Cornwall

Overview
 During Stage 4 students respond to a variety of texts critically, imaginatively and interpretively and compose accurate, clear and coherent texts. They use English in personal, social and learning contexts with increasing control and understanding of the form and features of language and structures of texts, and with increasing awareness of purpose, audience and context. Students make connections between texts, they recognise the main ideas and points of view, and the ways in which texts seek to position responders.

- Areas of Study**
- Community
 - Poetry and drama
 - Visual literacy and film
 - Persuasive language
 - Narrative writing
 - Literacy

Semester 1

	Task 1	Task 2
Due Date	Week 5 Term 2	Week 6 Term 2
Nature of Task	Shakespeare performance review*	Poetry portfolio*
Weight (%)	50%	50%
Outcomes	EN4-3B; EN4-5C; EN4-6C EN4-8D	EN4-1A; EN4-2A; EN4-3B; EN4-6C

Semester 2

	Task 3	Task 4	Task 5
Due Date	Week 7 Term 3	Week 6 Term 4	Term 4 Week 8
Nature of Task	Visual Literacy and Film task (Integrated)*	Liveability Project (Integrated)*	Narrative writing task*
Weight (%)	30%	30%	40%
Outcomes	EN4-3B; EN4-4B; EN4-5C; EN4.7D; EN4-9E	EN4-3B; EN4-4B; EN4-5C; EN4-7D; EN4-9E	EN4-1A; EN4-2A; EN4.3B; EN4.4B; ; EN4-5C; EN4.7D

Assessment Schedule for History 2018

Subject:	History
Teachers:	Mr A Cornwall
Coordinator:	Mr A Cornwall

Overview
 In History during Stage 4, students describe the nature of history and archaeology, and explain their contribution to an understanding of the past. They describe major periods of historical time and sequence events, people and societies from the past. Students recognise and explain patterns of change and continuity over time and explain the causes and consequences of events and developments. They describe and assess the motives and actions of people in the past. Students demonstrate an understanding of the causes and effects of events, past societies and developments over time.

- Areas of study**
- Investigating the Ancient Past
 - Ancient past depth study: Rome
 - Ancient past depth study: China

Semester 1

	Task 1	Task 2
Due Date	Term 1 Week 9	Term 2 Week 7
Nature of Task	Historical investigation	Site study (Integrated with Geography)
Weight (%)	50%	50%
Outcomes	HT4-1; HT4-6; HT4-8; HT4-9;	HT4-1; HT4-5; HT4-6 HT4-9;

Semester 2

	Task 3
Due Date	Term 3 Week 7
Nature of Task	Visual Literacy and Film task* (Integrated with English)
Weight (%)	100%
Outcomes	HT4-2; HT4-3; HT4-6; HT4-9; HT4-10

Assessment Schedule for Geography 2018

Subject:	Geography
Teachers:	Mr A Cornwall
Coordinator:	Mr A Cornwall

Overview
 In Geography during Stage 4, students describe geographical processes that influence the features and characteristics of places and environments across a range of scales. They describe how places are perceived and valued differently and explain interconnections within environments and between people, places and environments. Students investigate environmental change and differences in human wellbeing and discuss strategies for addressing geographical challenges, considering environmental, economic and social factors.

- Areas of study**
- Landscapes and Landforms
 - Places and Liveability

Semester 1

	Task 1
Due Date	Term 2 Week 7
Nature of Task	Site study (Integrated with History)
Weight (%)	100%
Outcomes	GE4-1; GE4-2; GE4-5; GE4-7

Semester 2

	Task 2
Due Date	Term 4 Week 6
Nature of Task	Liveability Project* (Integrated with English)
Weight (%)	100%
Outcomes	GE4-3; GE4-4; GE4-6; GE4-8

Assessment Schedule for Mathematics 2018

Subject:	Mathematics
Teachers:	Mr B Donohoe and Ms S Hopkins
Coordinator:	Mrs T Borkowski

<p>Overview</p> <p>The Stage 4 Mathematics course aims to develop students' knowledge, skills and understanding of the content strands; Number and Algebra, Geometry and Measurement, Statistics and Probability.</p> <p>Students develop an appreciation and understanding of the importance of Mathematics as an essential part of life and find links between mathematical ideas from varying contexts. Students develop skill in critical thinking, ability to communicate, reason and solve problems with and without the aid of digital technologies.</p> <p>Students will be in mixed ability classes and clustered with Science. The program has been carefully developed to include opportunities for cross-curricular activities as well as specialised learning. Students with strong capability will, where possible, receive enrichment. Students with learning needs will, where required, have modified tasks and instruction to support their learning.</p>
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Sub strands	
Integers	Time and Money
Fractions, Decimals	Ratio and Rates
Percentages	Collecting and Representing Data
Patterns and Algebra	Angle Properties and Geometry
Perimeter, Area, Volume	2D and 3D Shapes

Semester 1

	Task 1	Task 2
Due Date	Term 1 Week 11	Term 2 Week 7
Nature of Task	Project* Foundations in Number	Semester Examination
Weight (%)	40	60
Outcomes	MA4-4NA, MA4-9NA	MA4-5NA, MA4-17MG

Semester 2

	Task 3	Task 4
Due Date	Term 3 Week 9	Term 4 Week 7
Nature of Task	Forensic Portfolio* (Integrated with Science)	Semester Examination
Weight (%)	50	50
Outcomes	MA4-7NA, MA4-8NA, MA4-12MG, MA4-19SP	MA4-13MG, MA4-14MG, MA4-10NA, MA4-21SP

Assessment Schedule for Music 2018

Subject:	Music
Teacher:	Mrs M Burgess
Coordinator:	Mr A Cornwall

<p>Overview</p> <p>Stage 4 Music allows students to develop their knowledge, understanding and skills of the concepts of Music through: Performance, Composing and Listening. The nature of this stage of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activities that reflects the real-world practice of performers, composers and audiences.</p> <p>Stage 4 students have five one hour periods of Music per cycle. During these lessons students are exposed to a broad range of repertoire, including Art Music as well as, a range of music that reflects the diversity of Australian culture.</p> <p>All Stage 4 Music students will have the opportunity to participate in Extra-Curricular activities at St Bede's to further develop their skills as a performer and deepen their understanding and appreciation of Music.</p>

<p>Areas of Study</p> <p>Performance I Performance II Composition Aural / Musicology</p>

Semester 1

	Task 1	Task 2
Due Date	Week 10, Term 1	Week 8, Term 6
Nature of Task	Aural / Musicology	Performance I*
Weight (%)	NA	NA
Outcomes	4.7, 4.8, 4.10 4.11, 4.12	4.1, 4.2, 4.3, 4.11, 4.12

Semester 2

	Task 3	Task 4
Due Date	Week 9 Term 3	Week 8 Term 4
Nature of Task	Composition*	Performance II*
Weight (%)	NA	NA
Outcomes	4.7, 4.8, 4.10, 4.11, 4.12	4.1, 4.2, 4.3, 4.11, 4.12

Assessment Schedule for PDHPE 2018

Subject:	PDHPE
Teachers:	Ms S Hopkins and Mrs Butler
Coordinator:	Mrs T Borkowski

<p>Overview</p> <p>The aim of Personal Development, Health and Physical Education (PDHPE) is to contribute to the development of our student's mental, social, emotional, physical and spiritual wellbeing and health. In Stage 4, the students will be provided with the opportunity to learn about and practice ways of adopting and maintaining a healthy and active life.</p> <p>The students will also focus on relationships, and develop skills that enhance their resilience and sense of connectedness. They will be given the opportunity to explore the changes that occur during adolescence, not only physically, but also socially and emotionally.</p> <p>The practical component of PDHPE will focus on engaging students at all levels, in a fun and interactive way. The lessons will cater for all abilities and have a major focus on participation and enjoyment.</p>

Areas of Study	
<p>Theory (PDH)</p> <ul style="list-style-type: none"> • Healthy Lifestyles • Lifelong Physical Activity • Supporting Myself & Others • Adolescence & Change 	<p>Practical (PE)</p> <ul style="list-style-type: none"> • Athletics • Movement Games • Focus on Fitness • Inter Grade Sports Competition • Dance

Semester 1

	Task 1	Task 2
Due Date	Term 1, Week 11	Term 2, Week 6
Nature of Task	Healthy Lifestyles Brochure*	Physical Activity Journal*
Weight (%)	20%	
Outcomes	4.6 & 4.9	4.9, 4.10, 4.15

Semester 2

	Task 3	Task 4
Due Date	Term 3, Week 10	Term 4, Week 5
Nature of Task	Support Network Card*	In Class Exam
Weight (%)	20%	30%
Outcomes	4.2, 4.3	4.1, 4.2, 4.3, 4.6, 4.9

Assessment Schedule for Science 2018

Subject:	Science
Teachers:	Mrs L Buckley
Coordinator:	Mrs T Borkowski

<p>Overview</p> <p>The Stage 4 Science course aims to develop student appreciation of and understanding of scientific inquiry by actively engaging in using and applying the processes of Working Scientifically. Students will process and analyse data and information from first-hand investigations and secondary sources to identify trends, patterns and relationships, drawing relevant, evidence-based conclusions. By engaging in scientific inquiry, students develop their knowledge of and about science ideas and concepts, as well as the nature, development and importance of scientific evidence. They explain how scientific knowledge changes as new discoveries and technological developments are made available, appreciating that new evidence leads to an improved understanding of the world.</p>
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<p>Areas of Study</p> <p>Chemical World</p> <p>Living World</p> <p>Physical World</p> <p>Earth and Space</p>
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Semester 1

	Task 1	Task 2
Due Date	Term 2 Week 2	Term 2 Week 7
Nature of Task	Project*	Working Scientifically
Weight (%)	50	50
Outcomes	ES1 a-g ; ES2 a-d	WS4b; WS5.1a; WS5.2a-d ; WS5.3a; WS6e; WS7.1be; WS7.2cdf; WS9e

Semester 2

	Task 3	Task 4
Due Date	Term 3 Week 9	Term 4 Week 7
Nature of Task	Forensic Portfolio* (Integrated with Mathematics)	Project*
Weight (%)	50	50
Outcomes	WS4b;WS5.2a;WS5.3a; WS6ab; WS7.1a-e; WS7.2e;WS8ab; WS9abd; CW2 a-d	LW1f ; LW5a,b,d

Assessment Schedule for TAS 2018

Subject:	Technology and Applied Studies (TAS)
Teachers:	Mrs T Borkowski and Mrs L Buckley
Coordinator:	Mrs T Borkowski

<p>Overview</p> <p>Technology and an understanding of design processes enable people to manage, interpret, shape and alter their environment to improve their quality of life at home, school, in work places and in the broader community. The rapid rate of technological change in an increasingly knowledge-based society highlights the need for flexible technological capability, innovative thinking and effective communication skills.</p> <p>Technology education integrates both procedural and conceptual knowledge based on a holistic view of design. Students identify needs that have personal relevance, apply design theory and use design processes that encourage flexibility, resourcefulness and imagination in the development, communication and production of quality solutions.</p>
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<p>Areas of Study</p> <p>Digital Technologies</p> <p>Food Technology & Plant Production Technologies</p>
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Semester 1

	Task 1	Task 2
Due Date	Term 1 Week 10	Term 2 week 7
Nature of Task	Project*	Robots Helping people- Robotics task*
Weight (%)	30%	70%
Outcomes	4.2.1 4.5.2	4.2.1, 4.2.2 , 4.5.2

Semester 2

	Task 3	Task 4
Due Date	Term 3 week 9	Term 4 week 6
Nature of Task	In class test	Project*
Weight (%)	30%	70%
Outcomes	4.1.1, 4.1.3, 4.2.1, 4.3.2, 4.5.1	4.3.1

* Tasks that are an accumulation of work over the duration of a unit and are due in this given week.



Illness, Misadventure and Request for Extension

(Note: A new form is required for each subject requiring attention)

Please tick the relevant box

Illness

Misadventure

Request for extension

Section 1: To be completed by student. Form must be handed in on return to school

NAME: _____ HOMEROOM _____

SUBJECT: _____ TEACHER: _____

TASK NUMBER: _____

NATURE OF TASK: _____ DUE DATE: _____

REASON FOR ABSENCE/REQUEST _____

STUDENT'S SIGNATURE

PARENT'S SIGNATURE

Date: _____

Date: _____

Section 2: To be completed by the class teacher

ACTION TAKEN: _____

TEACHER'S SIGNATURE

STUDIES COORDINATOR'S SIGNATURE

Date: _____

Date: _____

Comment: _____

Copy to be kept on file by Studies Coordinator

Copy to Assistant Principal