ASSESSMENT INFORMATION

YEAR 7

2024

PICTON HIGH SCHOOL

Assessment procedures (Years 7-10)

Missed Assessment Tasks
If a student knows it is inevitable that they will miss or has missed an assessment task, they should contact their class teacher immediately after the fact is known. Except in unforeseen circumstances, any student who will be unable to undertake an assessment task on the published date should advise the appropriate class teacher of this matter prior to the published date.

Illness, Injury or Misadventure
Students must attend school on the date of a task or date the task is due. If a student is sick and cannot attend or an unforeseen situation or emergency arises, an 'Illness and Misadventure' application should be completed and presented to the class teacher on the first day of return to school or, if possible, prior to the original submission date. If a student fails to complete a task due to illness/misadventure and the class teacher considers the student has a valid reason, an extension may be granted or a grade may be awarded based on a substitute task.

If the task is an in-class task, where possible, students will be provided with an alternative task when they return to school. If it is not possible to provide a substitute task or an extension, the class teacher will consult with the Head Teacher to seek a resolution. **The Head Teacher may also refer an appeal directly to the Deputy Principal for review. Students with prolonged absences should follow the same procedure.**

Where there is no valid reason for not completing an assessment task, the school will enact their student discipline and management policies. This may include the student being required to complete the outstanding assessment during lunch times with their relevant teacher and/or Head Teacher, an assessment warning letter and/or phone call home being completed, the student being required to attend the Tuesday afternoon Study Centre or other disciplinary consequences as decided upon by the teacher and Head Teacher of the faculty. These disciplinary actions are designed to give the student every opportunity to meet outcomes and gain a grade which reflects their true ability.

If a teacher is absent on the day an assessment task is due/scheduled to take place, it will be the responsibility of the Head Teacher to implement their faculty policy processes for staff absences. This may include re-scheduling the task to another date or assisting another staff member to administer the assessment successfully.

Hand in tasks
Hand in tasks must be submitted **before 9:00am** on the due date to the class teacher or faculty Head Teacher unless specified differently on the official assessment notification for that particular task. If a class teacher is absent on the day a task is due, students must ensure the task is submitted to the faculty Head Teacher. A student can seek an extension of time to submit the task by completing the appropriate appeals form (illness/misadventure or change of due date). Students seeking an extension of time for an assessment for any reason other than those associated with illness and misadventure must submit 'Request for change of due date' appeals form in advance of the due date before the extension can be considered. The class teacher will only grant an extension of time if:

- the student gives an acceptable and compelling reason for the impending late submission of the assessment task; and
- the extension of time is negotiated prior to the due date.

If the reason offered is acceptable and prior negotiation has occurred, no penalty will be incurred so long as the assessment task is submitted on or before the negotiated date. It is unlikely that an extension of time in excess of two (2) weeks will be granted. Students are not to assume the extension of time will be granted. If the class teacher has not granted an extension of time, and the assessment task is not submitted or submitted after the due date, consequences according to the Student

Management Policy and Assessment Policy will be enacted. In exceptional circumstances, an extension of time may be granted after the original due date.

An extension of time will not be granted if:

- the reason offered is deemed unacceptable
- no reason is offered
- the student did not lodge a written application for an extension of time with the appropriate teacher prior to the due date.

Students must submit all tasks regardless of how late they are submitted. Feedback provided to students based on their work in the task is a valuable part of the learning process.

Examinations

Students may be required to sit formal examinations. These may be completed in a timetabled examination week in an examination setting (such as the hall) or may be completed in class at any time (as outlined in a subject's assessment schedule). Any student who fails to sit an examination during the specified examination period will be required to complete an 'Illness and Misadventure' form and submit this on the first day they return to school. If appropriate documentation is not provided, the school will issue consequences in accordance with the Student Management Policy. If students feel that the consequences enacted by their teacher and/or the Head Teacher of a faculty are inappropriate, an appeal can be lodged with the Deputy Principal.

Malpractice in Assessment Tasks

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

- a student being in possession of a mobile phone during an assessment task
- using material directly from books, journals, CDs or the Internet without reference
- building on the ideas of another person without reference to the source
- copying, buying, stealing or borrowing another person's work and presenting it as one's own
- submitting work to which another person, a parent, coach or expert has contributed substantially
- using words, ideas, designs or workmanship of others in practical and performance tasks
- paying someone to write or prepare material
- 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 (e.g. giving a student a copy of your assessment task even if you tell them to change the words).

Issues of malpractice need to be investigated by the Head Teacher of the respective course. The **Head Teacher** will:

- advise the student(s) of the lodgment of the issue.
- provide the student(s) with an opportunity to address the issue
- plan a course of action and communicate this to the student, the student's parents and the class teacher.

If the malpractice is proven, the Head Teacher will enact consequences from the Student Management Policy and processes from the Assessment Policy. This may include being required to complete the class again, including during lunch breaks or in the Study Centre on Tuesday afternoons. Students are made aware that sharing their task with other students prior to it being submitted may be considered as malpractice and lead to disciplinary consequences for this student also.

Non serious attempts

If a student's attempt at a particular task results in a seriously low grade, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgment.

Students must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to all set tasks and experiences provided in the course by the school.

If a teacher deems that a student has made a non-serious attempt at a task, the student will be required to resubmit/re attempt the task. This may take place during their own time (i.e. lunch time) at school or the student may be permitted to work on the task at home; this will be decided upon by the classroom teacher and/or Head Teacher of the faculty. Students may also face consequences according to the Student Management Policy. If a student believes that the consequences enacted by their teacher and/or the Head Teacher of a faculty are inappropriate, an appeal can be lodged with the Deputy Principal.

Starting at Picton High School after the Assessment Program has begun

Students who enrol after the assessment program in their subjects has begun will be required to do all further tasks in the program. To help allocate the most appropriate grades at the end of the reporting period, a student's performance on these tasks will be compared to descriptors on the Common Grade Scale.

Additional consequences for late submission

To ensure equity, students who submit work late without successful documentation will be deemed ineligible to receive academic commitment awards at the annual Presentation evening as one criteria of these awards is consistently following course requirements. Students may also place their position on the Rewards Excursions in jeopardy as they will not have demonstrated consistent application throughout the year. Report comments may also refer to late or non-submission of tasks. Technology breakdowns are not a valid or acceptable excuse for late or non-submission of tasks.

Request for change of due date for assessment task

(This form is to be submitted a minimum of 1 week before the due date of the task)

Student's Name:_____ Year: _____

Subject:_____

Description of Task: _____

Due Date (As advertised): _____

REASON – For change from due date of assessment task: _____

_____

_____

_____

SUPPORTING DOCUMENTS – Please identify and attach if applicable

_____

Student's Signature: _____

Parent's Signature: _____

To be completed by TEACHER:

Name: _____ Faculty: _____

Alternative Arrangements:

_____

_____

Teacher Signature: _____Date: _____

Assessment appeal form

Student's Name: _____

Date: _____

Subject: _____

Teacher's Name: _____

Please give details of the reason for the appeal:

_____

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Action Taken:

_____

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Name:

_____

Signed:_____ **Date:** _____

Subjects – Year 7 2024

English

Mathematics

Science

HSIE

Personal Development, Health & Physical Education

Language - French

Visual Arts

Industrial Arts (In class assessment)

IBL

Enrichment

Please check the Picton High School website to keep updated. Assessment tasks are uploaded to the website under:

- Assessment tasks
- Assessment and reporting
- Year 7 assessment tasks

approximately two weeks before they are due.

The tasks will remain on the site until the end of the school year.

YEAR 7 ASSESSMENT DUE DATES 2024		English	Mathematics	Science	HSIE	PDHPE	Language (French)	Visual Arts	Industrial Arts (Mandatory Technology)
TERM 1 2024									
Week 1	Thur 1 Feb – Fri 2 Feb								
Week 2	5 Feb – 9 Feb								
Week 3	12 Feb – 16 Feb								
Week 4	19 Feb – 23 Feb								
Week 5	26 Feb – 1 Mar								
Week 6	4 Mar – 8 Mar								
Week 7	11 Mar – 15 Mar	Year 7 NAPLAN							
Week 8	18 Mar – 22 Mar	Year 7 NAPLAN							
Week 9	25 Mar – Thur 28 Mar		X			X			
Week 10	Tue 2 Apr – Fri 5 Apr					X		X	
Week 11	8 Apr – 12 Apr	X							
		TERM 2 2024							
Week 1	Tue 30 Apr – 3 May								
Week 2	6 May – 10 May			X	X				
Week 3	13 May – 17 May								
Week 4	20 May – 24 May								
Week 5	27 May – 31 May		X						
Week 6	3 Jun – 7 Jun						X		
Week 7	Tue 11 Jun – 14 Jun								
Week 8	17 Jun – 21 Jun								
Week 9	24 Jun – 28 Jun								
Week 10	1 Jul – 5 July	X							
TERM 3 2024									
Week 1	Tue 23 Jul – 26 Jul								
Week 2	29 Jul – 2 Aug								
Week 3	5 Aug – 9 Aug								
Week 4	12 Aug – 16 Aug							X	
Week 5	19 Aug – 23 Aug								
Week 6	26 Aug – 30 Aug								
Week 7	2 Sep – 6 Sep			X					
Week 8	9 Sep – 13 Sep		X						
Week 9	16 Sep – 20 Sep				X				
Week 10	23 Sep – 27 Sep	X				X			
TERM 4 2024									
Week 1	Mon 14 Oct – 18 Oct								
Week 2	21 Oct – 25 Oct			X				X	
Week 3	28 Oct – 1 Nov						X		
Week 4	4 Nov – 8 Nov				XX				
Week 5	11 Nov – 15 Nov		X						
Week 6	18 Nov – 22 Nov								
Week 7	25 Nov – 29 Nov								
Week 8	2 Dec – 6 Dec								
Week 9	9 Dec – 13 Dec								
Week 10	16 Dec – Wed 18 Dec								

Note: IBL & Enrichment grids are at the rear of this booklet

YEAR 7 ASSESSMENT TASK GRID – 2024

SUBJECT: *ENGLISH*

TASK	SYLLABUS OUTCOMES							
COURSE	**EN4-RVL-01**	**EN4-URA-01**	**EN4-URB-01**	**EN4-URC-01**	**EN4-ECA-01**	**EN4-ECB-01**	**SUBMISSION**	**DUE DATE**
Seeing Through a Text Multimodal Presentation	X	X			X	X	take home	Term 1 Week 11
Heroes cursive Writing	X		X		X	X	in-class	Term 2 Week 10
Escape into the World of the Novel Analytical Response	X			X	X	X	take home	Term 3 Week 10

Outcomes: A student:

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

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

YEAR 7 ASSESSMENT TASK GRID 2024

SUBJECT: *MATHEMATICS*

TASK		SYLLABUS OUTCOMES															
METHOD OF SUBMISSION	**MA4-INT-C-01**	**MA4-FRC-C-01**	**MA4-RAT-C-01**	**MA4-ALG-C-01**	**MA4-IND-C-01**	**MA4-EQU-C-01**	**MA4-LIN-C-01**	**MA4-LEN-C-01**	**MA4-PYT-C-01**	**MA4-ARE-C-01**	**MA4-VOL-C-01**	**MA4-ANG-C-01**	**MA4-GEO-C-01**	**MA4-DAT-C-01**	**MA4-DAT-C-02**	**MA4-PRO-C-01**	**MA4-WM-01**	**DUE DATE**
In Class Quiz	X															X	X	Term 1 Week 9
Online Assessment Task	X	X		X			X							X	X	X	X	Term 2 Week 5
In class Exam	X	X		X	X												X	Term 3 Week 8
Investigative Assessment Task	X	X	X							X		X	X				X	Term 4 Week 5

Outcomes: A student

MA4-INT-C-01	Compares, orders and calculates with integers to solve problems
MA4-FRC-C-01	Represents and operates with fractions, decimals and percentages to solve problems
MA4-RAT-C-01	Solves problems involving ratios and rates, and analyses distance-time graphs
MA4-ALG-C-01	Generalises number properties to operate with algebraic expressions including expansion and factorisation
MA4-IND-C-01	Operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws
MA4-EQU-C-01	Solves linear equations of up to 2 steps and quadratic equations of the form $ax2=c$
MA4-LIN-C-01	Creates and displays number patterns and finds graphical solutions to problems involving linear relationships
MA4-LEN-C-01	Applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems
MA4-PYT-C-01	Applies Pythagoras' theorem to solve problems in various contexts
MA4-ARE-C-01	Applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems
MA4-VOL-C-01	Applies knowledge of volume and capacity to solve problems involving right prisms and cylinders
MA4-ANG-C-01	Applies angle relationships to solve problems, including those related to transversals on sets of parallel lines
MA4-GEO-C-01	Identifies and applies the properties of triangles and quadrilaterals to solve problems
MA4-DAT-C-01	Classifies and displays data using a variety of graphical representations
MA4-DAT-C-02	Analyses simple datasets using measures of centre, range and shape of the data
MA4-PRO-C-01	Solves problems involving the probabilities of simple chance experiments
MAO-WM-01	Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly

YEAR 7 ASSESSMENT TASK GRID 2024

SUBJECT: *SCIENCE*

TASK	SYLLABUS OUTCOMES															
COURSE	**SC4- 4WS**	**SC4- 5WS**	**SC4- 6WS**	**SC4- 7WS**	**SC4- 8WS**	**SC4- 9WS**	**SC4- 10PW**	**SC4- 11PW**	**SC4- 12ES**	**SC4- 13ES**	**SC4- 14LW**	**SC4- 15LW**	**SC4- 16CW**	**SC4- 17CW**	**METHOD OF SUBMISSION**	**DUE DATE**
Data Processing Task	X		X	X	X	X				X			X	X	In Class	Term 2 Week 2
Integrated Science/Maths Task	X		X	X	X	X	X	X							In Class	Term 3 Week 7
Data Processing Task					X	X	X	X	X		X	X	X	X	In Class	Term 4 Week 2

Outcomes: A student

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

YEAR 7 ASSESSMENT TASK GRID 2024											SUBJECT: *HSIE*	
TASK	**SYLLABUS OUTCOMES**											
COURSE	**HT4.1**	**HT4.2**	**HT4.5**	**HT4.6**	**HT4.9**	**HT4.10**	**GE4.1**	**GE4.2**	**GE4.6**	**GE4.8**	**METHOD OF SUBMISSION**	**DUE DATE**
The Mediterranean World Task		X		X	X	X					Hand in	Term 2 Week 2
Landscapes and Landforms Task							X	X		X	In class	Term 3 Week 9
Yearly Examination	X		X					X	X	X	In class	Term 4 Week 4

Outcomes: 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.
HT4.5	identifies the meaning, purpose and context of historical sources
HT4.6	uses evidence from sources to support historical narratives and explanation.
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.
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.
GE4.6	explains differences in human wellbeing.
GE4.8	communicates geographical information using a variety of strategies.

YEAR 7 ASSESSMENT TASK GRID 2024				SUBJECT: *LANGUAGE – FRENCH*	
SYLLABUS OUTCOMES					
TASK	**ML4-INT-01**	**ML4-UND-01**	**ML4-CRT-01**	**GRADES**	**DUE DATE**
This is me Assessment	X	X		A-E	Ongoing in class assessment until Term 2 Week 6
Family and Pets Assessment		X	X	A-E	Ongoing in class assessment until Term 4 Week 3

Outcomes: A student

ML4-INT-01	exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
ML4-UND-01	interprets and responds to information, opinions and ideas in texts to demonstrate understanding
ML4-CRT-01	creates a range of texts for familiar communicative purposes by using culturally appropriate language

YEAR 7 ASSESSMENT TASK GRID 2024

SUBJECT: *PDHPE*

TASK	SYLLABUS OUTCOMES												
COURSE	**PD4.1**	**PD4.2**	**PD4.3**	**PD4.4**	**PD4.5**	**PD4.6**	**PD4.7**	**PD4.8**	**PD4.9**	**PD4.10**	**PD4.11**	**METHOD OF SUBMISSION**	**DUE DATE**
Rhythmic and Expressive Movement				X							X	In Class	Term 1 Week 9
Positive Relationships Task	X	X										In Class	Term 1 Week 10
Part A: Get Moving Exercise Task (Theory) Part B: Get Moving (Practical)							X	X				A) Take Home B) In Class	Term 3 Theory: Week 10 Practical: Weeks 1-10

Outcomes: A Student

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

YEAR 7 ASSESSMENT TASK GRID 2024											SUBJECT: *VISUAL ARTS*	
TASK	**SYLLABUS OUTCOMES**											
COURSE	**4.1**	**4.2**	**4.3**	**4.4**	**4.5**	**4.6**	**4.7**	**4.8**	**4.9**	**4.10**	**METHOD OF SUBMISSION**	**DUE DATE**
Unit 1 Self Portrait		X			X				X		In Class	Term 1 Week 10
Unit 2 Ceramic Project	X		X					X			In Class	Term 3 Week 4
Unit 3 Media Project				X		X	X			X	In Class	Term 4 Week 2

Outcomes: 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 relationship 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.

YEAR 7 ASSESSMENT TASK GRID 2024

SUBJECT: *INDUSTRIAL ARTS (MANDATORY TECHNOLOGY)*

TASK	SYLLABUS OUTCOMES									DUE DATE
COURSE	**TE4-1DP**	**TE4-2DP**	**TE4-3DP**	**TE4-4DP**	**TE4-5AG**	**TE4-6FO**	**TE4-7DI**	**TE4-9MA**	**TE4-10TS**	
Digital Technology Crack the code	X	X		X			X	X		Based on class rotation – all work done in class
Engineered Systems Bridges / bottle Rockets	X	X	X						X	Based on class rotation – all work done in class
Materials Technology Timber / Metal	X	X	X							Based on class rotation – all work done in class

N.B This course runs on a rotation schedule. Each student will participate in each rotation at various times throughout the year. All assessment work is completed in class time – please see individual tasks when handed out by teacher/school website.

Outcomes: A Student

TE4-1DP	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP	plans and manages the production of designed solutions
TE4-3DP	selects and safely applies a broad range of tools, materials and processes in the production of quality projects
TE4-4DP	designs algorithms for digital solutions and implements then 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
TE4-9MA	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 IBL, YEAR 7 ENRICHMENT GRIDS

YEAR 7 ENRICHMENT ASSESSMENT TASK GRID – 2024

SUBJECT:
HUMANITIES

UNIT	**Insights Across Time:** Analysing texts and investigating the ancient past.				**Legends of Time:** Exploring our heroes through an ancient study.				**Worlds Unveiled:** Exploring worlds in literature and geography.				**Journeys of Place:** Exploring migration and liveability.			
TASK	E-portfolio and Pecha-Kucha				Composition and reflection				Picture Book and Analysis				Documentary			
HUMANITIES	**OUTCOMES**				**OUTCOMES**				**OUTCOMES**				**OUTCOMES**			
English	EN4-RVL-01	EN4-URA-01	EN4-ECA-01	EN4-ECB-01	EN4-URA-01	EN4-URB-01	EN4-ECA-01	EN4-ECB-01	EN4-URA-01	EN4-URC-01	EN4-ECA-01	EN4-ECB-01	EN4-URA-01	EN4-URB-01	EN4-ECA-01	EN4-ECB-01
HSIE	HT4.1	HT4.5	HT4.10		HT4.3	HT4.6	HT4.10		GE4.1	GE4.2	GE4.8		GE4.4	GE4.6	GE4.8	
Method of Submission	- Presented in Class - Canvas				- Canvas - In Class				- Presented in Class - Canvas				- Canvas			
Due Date	**Term1, Week 11**				**Term 2, Week 10**				**Term 3, Week 10**				**Term4, Week 5**			

Outcomes – A Student:

EN4-RVL-01	uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
EN4-URA-01	analyses how meaning is created through the use of and response to language forms, features and structures
EN4-URB-01	examines and explains how texts represent ideas, experiences and values
EN4-URC-01	identifies and explains ways of valuing texts and the connections between them
EN4-ECA-01	creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
EN4-ECB-01	uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts
HT4.1	describes the nature of history and archaeology and explains their contribution to an understanding of the past
HT4.3	describes and assesses the motives and actions of past individuals and groups in the context of past societies

HT4.5	identifies the meaning, purpose and context of historical sources
HT4.6	uses evidence from sources to support historical narratives and explanations
HT4.10	selects and uses appropriate oral, written, visual and digital forms to communicate about the past

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
GE4.4	examines perspectives of people and organisations on a range of geographical issues
GE4.6	explains differences in human wellbeing
GE4.8	communicates geographical information using a variety of strategies

YEAR 7 ENRICHMENT ASSESSMENT TASK GRID - 2024

SUBJECT: ***STEM***

TASK	TASK 1: Do all things behave as predicted?		TASK 2: Can we renew the Earth?		TASK 3: Survive this?	
STEM	**OUTCOMES**		**OUTCOMES**		**OUTCOMES**	
	MAO-WM-01 MA4-FRC-C-01 MA4-PRO-C-01 MA4-DAT-C-01 MA4-DAT-C-02	SC4-4WS SC4-6WS SC4-9WS SC4-16CW	MAO-WM-01 MA4-INT-C-01 MA4-FRC-C-01 MA4-ALG-C-01 MA4-IND-C-01	SC4-4WS SC4-5WS SC4-9WS SC4-13ES	MAO-WM-01 MA4-FRC-C-01 MA4-ALG-C-01 MA4-IND-C-01 MA4-ANG-C-01 MA4-GEO-C-01	SC4-7WS SC4-8WS SC4-14LW
Method of Submission	Submitted in Class		Submitted in Class		Submitted in Class	
DUE DATE	TERM 1 WEEK 10		TERM 2 WEEK 10		TERM 3 WEEK 10	

Mathematics and Science Outcomes - A student:

MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA4-INT-C-01	compares, orders and calculates with integers to solve problems
MA4-FRC-C-01	represents and operates with fractions, decimals and percentages to solve problems
MA4-RAT-C-01	solves problems involving ratios and rates, and analyses distance–time graphs
MA4-ALG-C-01	generalises number properties to operate with algebraic expressions including expansion and factorisation
MA4-IND-C-01	operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws
MA4-EQU-C-01	solves linear equations of up to 2 steps and quadratic equations of the form 〖ax〗^2=c
MA4-LIN-C-01	creates and displays number patterns and finds graphical solutions to problems involving linear relationships
MA4-LEN-C-01	applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems
MA4-PYT-C-01	applies Pythagoras' theorem to solve problems in various contexts
MA4-ARE-C-01	applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems
MA4-VOL-C-01	applies knowledge of volume and capacity to solve problems involving right prisms and cylinders
MA4-ANG-C-01	applies angle relationships to solve problems, including those related to transversals on sets of parallel lines
MA4-GEO-C-01	identifies and applies the properties of triangles and quadrilaterals to solve problems
MA4-DAT-C-01	classifies and displays data using a variety of graphical representations
MA4-DAT-C-02	analyses simple datasets using measures of centre, range and shape of the data
MA4-PRO-C-01	solves problems involving the probabilities of simple chance experiments
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 INQUIRY TASK GRID 2024													Subject: IBL Humanities				
Term	**Term 1: Stories of All**					**Term 2: Our Place, Our Heroes**							**Term 3: I heard a whisper...**				
Inquiry Question	*How do we tell our stories?*					*Who we are.*							*Is myth truth?*				
Humanities	**OUTCOMES**					**OUTCOMES**							**OUTCOMES**				
English	EN4-RVL-01		EN4-URA-01		EN4-ECA-01	EN4-ECB-01	EN4-RVL-01		EN4-URB-01		EN4-ECA-01	EN4-ECB-01	EN4-RVL-01		EN4-URC-01	EN4-ECA-01	EN4-ECB-01
HSIE	HT4.1	HT4.3	HT4.6	HT4.9	HT4.10	GE41	GE43	GE44	GE46	GE47	GE48		HT4.2	HT4.6	HT4.8	HT4.9	HT4.10
DUE DATE	TERM 1, WEEK 10					TERM 2, WEEK 10							TERM 3, WEEK 10				

English

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

HSIE

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.
HT4.5	identifies the meaning, purpose and context of historical sources.
HT4.6	uses evidence from sources to support historical narratives and explanation.
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
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.
GE4.6	explains differences in human wellbeing.
GE4.8	communicates geographical information using a variety of strategies.

YEAR 7 INQUIRY TASK GRID 2024									
Term	**Term 1: Predict Me**			**Term 2: WWWWW**			**Term 3: Progress It!**		
Inquiry Question	*What is predictable?*			*I'm choosing…?*			*One step back, two steps forward.*		
STEM	**OUTCOMES**			**OUTCOMES**			**OUTCOMES**		
Maths	MA4-PRO-C-01	MA4-DAT-C-01	MA4-DAT-C-02	MA4-INT-C-01	MA4-FRC-C-01	MA4-ALG-C-01	MA4-INT-C-01	MA4-ALG-C-01	MA4-VOL-C-01
Science	SC4-16CW			SC4-13ES			SC4-10PW		
WEIGHTING	40%			30%			30%		
DUE DATE	TERM 1, WEEK 10			TERM 2, WEEK 10			TERM 3, WEEK 10		

Mathematics

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MA4-DAT-C-02	analyses simple datasets using measures of centre, range and shape of the data
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Science

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