



# Year 7

APCS Curriculum and Assessment Booklet - 2024



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# APCS Curriculum and Assessment Booklet - 2024 - Year 7

This booklet provides information to students and parents about the Year 7 teaching, learning and assessment programs at APCS.

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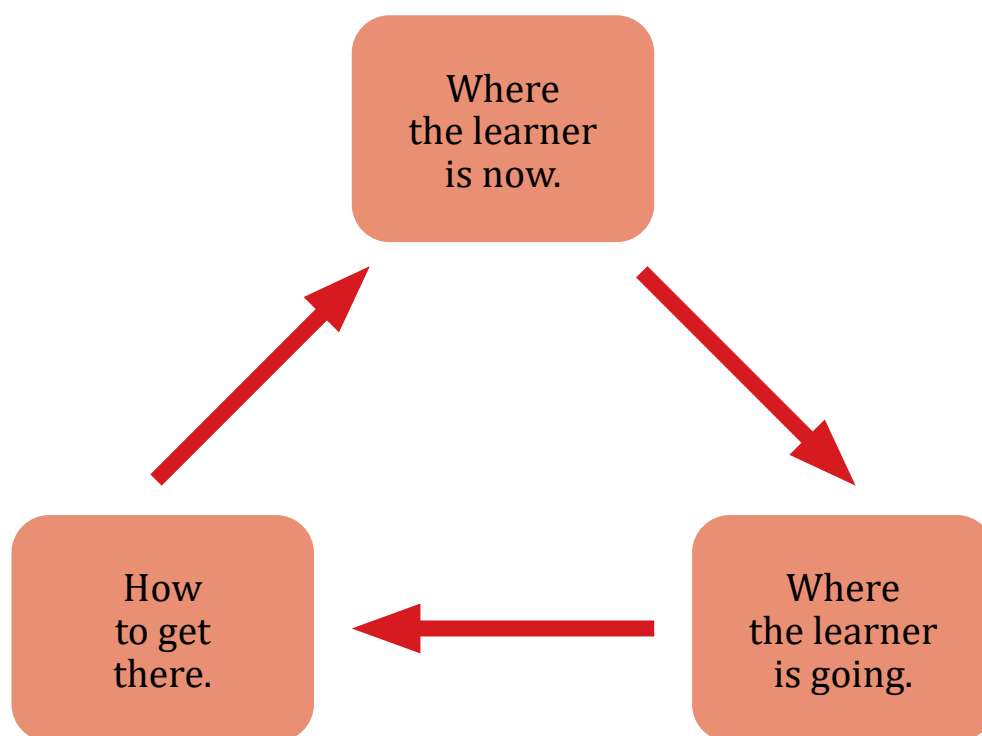
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## What is Assessment?

Teachers at Alexandria Community School use a range of informal and formal assessment to measure student achievement of course outcomes; to allow students to demonstrate what they know and can do; to clarify student understanding of concepts and promote deeper understanding; and to provide evidence that informs the ongoing teaching and learning cycle.

As such, it is important that students make the most of the array of opportunities afforded to them through class work and assessment to provide teachers with a holistic picture of their ability and achievement for the purpose of programming and reporting.

The policies and procedures at APCS follow those advised by NESAs.



### School Based Assessment Tasks

- A. You will be given at least two weeks written notice for a formal assessment task. You will sign for this notification which will explain a. the type of task (e.g. in-class, submitted, performance, practical)
- The timing of the task or the time and date due.
  - The weighting of the task (e.g. 20%).
  - The outcomes being assessed.
  - The assessment criteria.
  - Instructions for submission.

## How Can Parents/Carers Help at Home?

- Provide an uncluttered, quiet study area free from distractions.
- Designate structured weekly study times, including time for preparation of study notes.
- Plan for rest and relaxation time, including 8 hours of undisturbed sleep each night.
- Provide reliable internet access in a public space.
- Provide a personal assessment and homework diary.
- Make a family calendar to record task schedules and study time.

## Awarding Grades

All assessment activity that a student completes provides information about a student's progress, so when a teacher determines a student's grade, they may take into account both formal assessment tasks and informal assessment for learning activities. This occurs in the Stage 4, Stage 5 and Preliminary Stage 6 (Year 11) courses.

Teachers award grades according to the relevant NSW Educational Standards Authority (NESA) Syllabus Course Performance Descriptors and Common Grade Scale. Classroom teachers will use their professional judgment to make a final determination of the student's grade.

### 1.1 ASSESSMENT SCHEDULES

An assessment schedule for each subject is provided to students in the Assessment Booklet, containing an outline of all assessment tasks for that year, the weightings of tasks, assessed outcomes and estimated timing within the school calendar.

Students should expect between 2 and 4 formal assessment tasks for each subject. The tasks will form the basis for the reports issued at the end of each semester and therefore they will be designed to assess a range of syllabus outcomes and course content that has been taught in class.

Assessment tasks are compulsory for all students, excluding those completing Life Skill courses (see 1.7). All tasks are important and regardless of the weighting for an individual task, students should do their best to meet the criteria of the task rather than allocate effort based on the weighting.



### 1.2 WRITTEN NOTIFICATION OF ASSESSMENT TASKS

A written notification will be issued for each assessment task (including exams) typically at least two weeks prior to the submission date. Exam notifications will include the topics being assessed, components of the exam, mark range and weighting. It is the student's responsibility to seek the assessment task notification if they are absent when the notification is issued as the assessment task schedule booklet is deemed the first notification.

### 1.3 SUBMISSION OF ASSESSMENT TASKS

Assessment task submission is to occur before 9am on the due date (excluding in class tasks), this includes all material for speeches and oral presentations.

Students should ensure that their name is on each page or item of the submitted task.

If a student cannot attend school on the day a task is due, then it is acceptable that a friend or relative submit the task on their behalf to the front office before 9:00 am.

Major works and practical assessment submission times will be at the discretion of the Head Teacher and will be printed on the assessment task notification along with details of submission.

Each faculty is responsible for coordinating the process of collecting tasks to ensure accurate recording/ receipting of the time and date that the student submits the task.

Students must complete all tasks to the best of their ability or may be subject to the N-determination process.

Electronic/digital submission will be coordinated by the Head Teacher of the subject. Requirements for digital submission will be clearly stated on the assessment task notification sheet.

Ideally, digital submission should be in an appropriate format as directed on the assessment notification.



### 1.4 FORMAL EXAMINATIONS AND IN CLASS TASKS

All in class assessment tasks and formal examinations will be completed on the designated day and time.



Attendance in each lesson prior to the class task or formal examination is required on the day a task is due. Failure to do this will result in a penalty.

In special circumstances where a student cannot attend all lessons on the day, special consideration may be requested by submitting a Missed/Late/Illness/Misadventure application (see 1.7).

Examinations will NOT be rescheduled for unapproved leave such as vacations.

### 1.5 TECHNOLOGY AND ASSESSMENTS

Technology failure is not a valid reason for failure to submit an assessment task on time.

Students should:

- Continually backup all work on the hard drive of your computer and on an external portable storage media (such as a USB drive).
- You might also consider emailing it to yourself.
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that data can be accessed at school.
- Check the compatibility of your home software with the school's technology.
- Save a copy of the final version of your task to an email address that can be accessed at school (such as your student.fantastic@education.nsw.gov.au email account), as well as bringing it to school on external portable storage media.



## 1.6 THE ASSESSMENT PROGRAM FOR LIFE SKILLS COURSES

Students studying Life Skills courses will follow a different assessment program. Each student accessing Life Skills outcomes and content will be assessed on their achievement of the selected outcomes. The syllabus outcomes and content form the basis of learning opportunities for students.

Assessment should provide opportunities for students to demonstrate achievement and can occur in a range of situations or environments such as the school and wider community. Evidence of achievement can be based on:

- **1.6.1** - Assessment as learning (where students monitor and reflect on their own learning).
- **1.6.2** - Assessment for learning (such as observation during teaching and learning or work samples).
- **1.6.3** - Assessment of learning (assessment activities specifically designed to assess achievement at particular points).

## 1.7 EXTENSION/ILLNESS/LATE/MISSED/MISADVENTURE

### 1.7A - Extension:

In special circumstances where a student is unable to complete or submit the task by the due date then special consideration may be sought in writing from the Head Teacher, a student must submit a parent note to the classroom Teacher who will discuss the consideration with the HT, and then approval is granted.

Special consideration includes circumstances such as illness, personal family matters, personal well-being challenges.

If the task is submitted after the due date and time and a student has not been granted special consideration then the appropriate actions will be taken.

**Alexandria Park Community School**

**Illness or Misadventure Application Form**

Name: \_\_\_\_\_ Task Due Date: \_\_\_\_\_ Task number: \_\_\_\_\_  
 KLA/Subject: \_\_\_\_\_ Class Teacher: \_\_\_\_\_ Weighting: \_\_\_\_\_%

**Task Description:**  
 Hand in task  Examination  
 Oral Presentation  Other \_\_\_\_\_

**Reason for Appeal:**  
 Illness  Process  
 Misadventure  Other \_\_\_\_\_

Were Disability Provisions provided for this assessment task? Yes/ No  
 If yes, what were they? \_\_\_\_\_

Details for appeal: (attach supporting documentation) \_\_\_\_\_

Confidential: Principal (or nominee) to contact. Provide phone number.  
 Signatures: Student \_\_\_\_\_ Parent/Carer: \_\_\_\_\_ Date: \_\_\_\_\_

Upheld	Dismissed
<input type="checkbox"/> Estimate to be given, ranking to be maintained.	<input type="checkbox"/> Zero marks to be awarded to completed task.
<input type="checkbox"/> Alternative task to be set, rank to be maintained.	<input type="checkbox"/> Marks to count.
<input type="checkbox"/> Alternate task to be completed, rank can improve.	<input type="checkbox"/> Marks to be deducted.
<input type="checkbox"/> Task to be completed.	<input type="checkbox"/> Task to be completed, ranking cannot improve.
<input type="checkbox"/> Marks to be revisited.	<input type="checkbox"/> Other _____
<input type="checkbox"/> Other _____	

Comment: \_\_\_\_\_  
 HT Signature: \_\_\_\_\_

Complete the form to this point and submit form to the Deputy Principal. Date Received: \_\_\_\_\_ Sign \_\_\_\_\_

APPEALS COMMITTEE USE ONLY

<input type="checkbox"/> Upheld	<input type="checkbox"/> Dismissed
---------------------------------	------------------------------------

Comment: \_\_\_\_\_  
 DP Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Checklist:**  
 Medical certificate and/or supporting documentation is attached.  
 Submission is within timeframes outlined in the Assessment Guidelines.  
 Communication of appeal and outcomes of appeal to HT/ Teaching staff via email.  
 Communication of outcomes of appeal to student and parent.  
 Details of appeal and outcomes of appeal recorded in Senzar.  
 Committee discussed the appeal with HT/.

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- **1.7.1** - Unapproved leave such as family vacations are NOT considered approved reasons.
- **1.7.2** - DoE Accredited Elite Sports Programs include national and international sports organisations which run camps for athletes, and national sports squads in which students have been selected to participate are considered approved reasons.
- **1.7.3** - Talent identification programs run by the New South Wales Department of Sport and Recreation and DoE Elite Arts (defined as an opportunity for a student to participate in an event or program that is beyond the gifted and talented opportunities that DoE offers) are considered approved reasons.

### **1.7B - Illness/Injury:**

Illness or injury – means you are too sick to attend school. If a student is ill and cannot attend on the day of the task or date a task is due, a parent note is required. This must be submitted on the first day back after illness to the relevant classroom Teacher. An extension of time may be granted, a mark may be awarded based on a substitute task or a rank equivalency may be used, at the discretion of the Head Teacher. If a student becomes ill immediately prior or during the assessment task, which significantly diminished their task performance then students are required to refer to the Misadventure procedures.

### **1.7C - Late and Missed Tasks:**

Late or non-submission of an task without approved reason from the classroom teacher (via illness and misadventure form) in Years 7 and 8 will result in the following steps being taken. The expectation that all work is submitted on time and to the best of each student's ability is the basis for the scheduled due dates in the assessment booklet.

1. If the student has failed to submit a task on the due date then a phone call home is made and a plan is discussed with Parents to submit the task within three (3) days.
2. Students who fail to submit an assessment task beyond step 1 will attract a deduction of 10% of total task weighting each day until the task is submitted. (example: if a total weighting of a task is 20%, you attract a deduction of 10% from the total 20 each day until the task is submitted).
3. If a student fails to submit a task beyond this point, a parent/carer phone call is made notifying them that the student has failed to meet the assessment task outcomes and received a 0 for the total weighting of the task.

All attempts at assessment tasks must reflect a genuine effort. Students may be asked to re-submit a task if the teacher deems it non-serious.

**Teacher discretion in the submission of assessment tasks:** A teacher may practice discretion with submission of tasks for students identified as requiring additional support. This will be discussed with the student and/or parents/carers in conjunction with student learning support plans.



### **1.7D - Misadventure:**

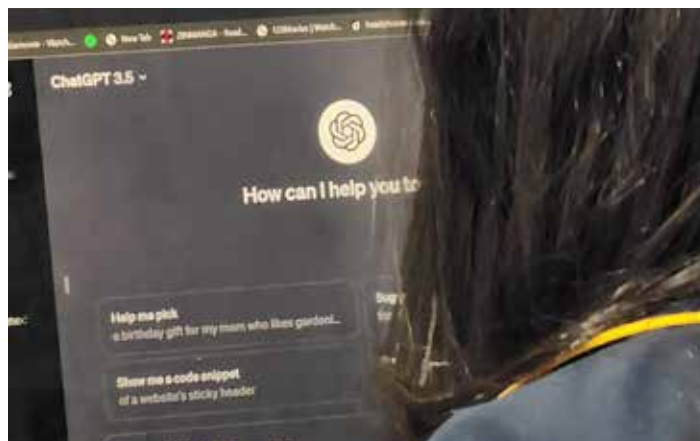
Misadventure is when something out-of-the-ordinary (e.g. an accident) has happened which is beyond your control and you believe your performance in the task has been negatively affected. Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school on the date that a task was due, or an event which hinders the student's ability to complete the assessment task to the best of their ability. For example, a car accident or becoming ill during the assessment.

Where a student experiences misadventure for an in class task/exam, they undertake the task in the time remaining and submit an Extension/Illness/Late/Missed/Misadventure application form, along with evidence including their reasons for the misadventure. If you are away on the day of an assessment task and for some reason your performance has been affected during a task or examination (misadventure) you should complete the illness/misadventure form (available online) and give to the Head Teacher for that subject.

### **1.7E - Malpractice:**

Malpractice can occur in several ways:

- Cheating in an examination;
- Plagiarism (making no change or insignificant changes to a copied sentence),
- Use of AI like Chat GPT,
- collusion (working with another student, including the sharing or distribution of work),
- Disrupting an examination, or
- A serious breach of the rules for an examination or task.



An assessment task must be the student's own work. Where malpractice has occurred the Head Teacher will determine the consequence for the student, this may require the student to re-attempt the task or complete an equivalent alternative task. The teacher of the subject will determine in writing a reasonable time and the circumstances for this.

## **1.8 REPORTING**

A school report is issued each semester. Reports should reflect the extent to which students have met a range of the outcomes that have been assessed for each subject. Work habits as well as an overall grade will usually be included. Where this is not possible, the report comment may indicate that a grade was not awarded.

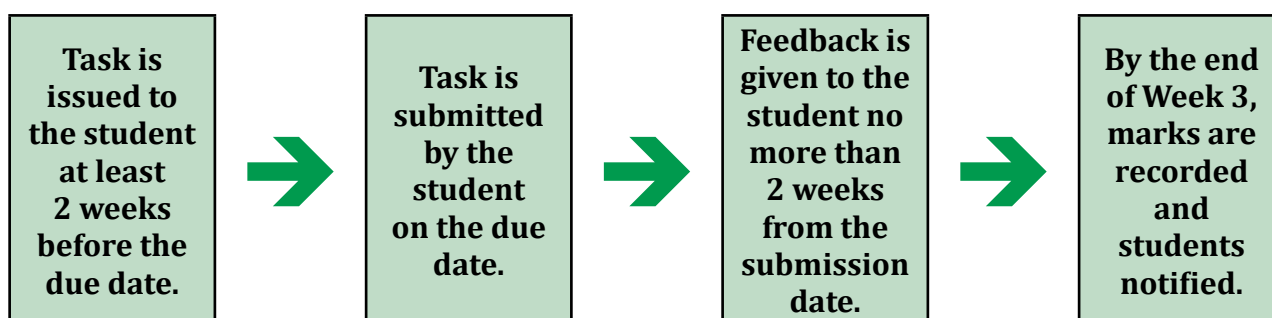
## **1.9 FEEDBACK TO STUDENTS**

Following a formal assessment task, teachers will provide positive and constructive feedback to students that may identify strengths and weaknesses, corrects misunderstandings, states clearly how students can improve and allows students to take an active role in their learning. Tasks should be designed and feedback provided in a way that allows students to improve upon their performance in subsequent tasks. It is recommended that feedback be given in one or more of the following ways:

- **1.12.1** - Oral discussion with class, groups or individual students.
- **1.12.2** - Written annotations on the submitted work.
- **1.12.3** - General comments to the class about those aspects of the activity or task in which students excelled and those aspects that still need addressing.
- **1.12.4** - Examples of good responses.
- **1.12.5** - Self-evaluation.



Drafts of assessment tasks are encouraged where appropriate. However, a teacher may refuse to provide feedback on a draft if it is received within 5 school days of the due date. One draft per student during any assessment period will exist.



### 1.10 DISABILITY PROVISIONS

Disability provisions are practical arrangements that enable students with disability to access learning and assessment. Principals have the authority to decide on and to implement disability provisions for school-based assessments and tests. Students who have a diagnosed disability can apply to have this taken into consideration when completing an assessment task at school and the process will be coordinated by the Head Teacher Teaching and Learning.

## Year 7 Curriculum Structure

course	periods per cycle	course	periods per cycle
English	7	Visual Arts	3
Mathematics	8	Technology	5
Science	7	Music	3
Geography	6	Sport	4
PDHPE	4		

Students also participate in Sport on Wednesday afternoons for 2 periods each week. Sport is a compulsory requirement in Years 7 – 10.

## Year 7 Check-In Assessments

Check-in assessments are online assessments for students in Years 3 to 9. They are mapped to the NSW Syllabuses and National Literacy and Numeracy Learning Progressions.

Each assessment is designed to be easy to administer. Assessments are designed to take up to 60 minutes each, however, there is no time limit for the assessments (allow students extra time if required).

The reading and numeracy assessments have approximately 50 questions (including a small number of questions for trial purposes).

The assessment can supplement existing school practices to identify how students are performing in literacy and numeracy and to help teachers tailor their teaching more specifically to student needs.

Alexandria Park Community School

# Best Start Assessment

Year 7

## Year 7 Best Start

Year 7 Best Start is a new online assessment for students that helps provide information for teachers on the literacy and numeracy skills of students at the beginning of Year 7. Students will complete the Best Start assessment early in Term 1. The assessment covers key literacy and numeracy skills that are important to a student's success in all subjects in high school.

Students come to high school with a range of experiences, skills and abilities in literacy and numeracy. It is important that teachers have current information about their students so that they can plan programs and lessons that best support the learning needs of every student. No preparation is needed for this assessment. Its purpose is to provide out teachers with additional information to best support the teaching of your child.

# NAPLAN

National Assessment Program – Literacy and Numeracy

## National Assessment Program

Year 7 students will sit for four external assessment tests as part of the National Assessment Program. The purpose of these tests is to assess the literacy and numeracy performance of Year 7 students. The results of these tests will be reported to schools, students and parents using a common reporting scale with performance bands in reading, writing, language, and numeracy.

## NAPLAN 2024 Online Test

**acara** AUSTRALIAN CURRICULUM,  
ASSESSMENT AND  
REPORTING AUTHORITY

Students will complete the NAPLAN tests online for 2024. NAPLAN online is a tailored test that adapts to students' responses resulting in more precise results. The tests will be held from **13<sup>th</sup> March 2024**. The tests will be taken in the following order: Reading, Writing, Conventions of Language and Numeracy. Information regarding NAPLAN can be found at: <https://www.nap.edu.au/naplan>. If a student misses a test a make-up test can only be rescheduled during the scheduled NAPLAN testing period of **13<sup>th</sup> March 2024**. More information regarding NAPLAN online will be provided closer to the date.

## Communicating With Our School

Alexandria Park Community School values parent communication and engagement with our school and recognises the importance of having an effective system in place to assist with this process.

The link below to the school community charter outlines the responsibilities of parents, carers and school staff to ensure our learning environments are collaborative, supportive and cohesive.

<https://education.nsw.gov.au/public-schools/going-to-a-public-school/school-community-charter>

If you would like to contact the school, you can do so by:

- Phoning the school admin office on 9698 1967.
- In person – please report to the Administration Office.
- By email - [alexparkcs-c.school@det.nsw.edu.au](mailto:alexparkcs-c.school@det.nsw.edu.au), please write the name of teacher in the subject box.

Year 7 have a Google Classroom that all students will join and parents are also invited to join. This is a great place for the Year Adviser to communicate with the students.

Parents and students will be invited to join the APCS Sentral Portal. You will be issued with a code that allows you to access information such as school reports, the booking system for Parent Teacher Night, school newsletters and daily notices. A letter with more information will be sent out to all parents and students.

## Who to Contact

Position at APCS	Matters they deal with:
<b>Classroom Teachers</b>	First contact for anything pertaining to that individual subject. This may include class work, homework, assignments or a specific incident that occurred in that classroom.
<b>Head Teachers of each Subject Area</b>	If a parent/carer has worked with their child's classroom teacher and feels that their needs should be further addressed. If a parent/carer would like to share some positive experiences that are happening in the classroom or at home in relation to that topic.
<b>Learning and Support Teachers</b>	If a parent/carer feels that their child needs some support in the classroom due to diverse learning needs.
<b>Year Adviser</b>	Can assist with matters that are occurring outside of the classroom and with wellbeing concerns. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child. Please email.
<b>Head Teacher Wellbeing</b>	Can assist with matters that are occurring outside the classroom and with wellbeing concerns that are serious in nature. Can also assist with serious ongoing medical condition notifications (diabetes, anaphylaxis). Please email.
<b>Deputy Principal</b>	To be notified directly with serious concerns that a parent/carer feels cannot be dealt with by other staff at the school. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child. Please email.
<b>Principal</b>	To be notified directly with serious concerns that a parent/carer feels cannot be dealt with by the Deputy Principal. If a parent/carer would like to share some positive experiences that are happening at school or at home in relation to their child.

# Homework Ideas for Students and Carers

## Assessment Preparation:

- The research and planning aspects of assessments should be carried out first.
- Complete a draft and get feedback.
- Then the actual completion of the task should take place (ticking off all relevant aspects as complete).
- Finally read over and edit work to ensure the work has been finished.
- Write regular revision OR summary notes and revise them for upcoming tests and in-class tasks.

## Class work:

- Complete any unfinished class work and/or complete any set homework tasks prior to their due date.
- Ensure homework is ready to present for the next lesson.
- Brain dump – give yourself 3 minutes to write down in your book everything you learned in class that day.
- Create a concept map to build relationships between key words, phrases, class content.
- Complete activities via Education Perfect.

## Wide reading:

- Read both fiction and non-fiction sources covering the topics being studied in class.
- There are lots of ideas on this website for ways to enhance your reading skills.

<https://www.educatorstechnology.com/2018/02/19-educational-websites-to-enhance.html>

- Access Renaissance Reading.
- Use online resources or databases to find relevant articles and e-books on topics being studied.

<https://www.sl.nsw.gov.au/>

## Teach:

- Teach your family something you were taught during class this week.
- Peer teaching. Help and teach your friend an idea or concept they might be struggling to understand.

## Language and Writing strategies:

- Compile a topic glossary at the back of the book (look up any new terms/concepts that the student is unfamiliar with and try to integrate these into future lessons).
- Vocabulary extension. Use concept key words and Active verbs in sentences related to your topics.
- Find models for your writing tasks. AI is appropriate for MODELS to get ideas BUT not to copy directly as this would be Malpractice.

## Media/ICT:

- Watch relevant films and documentaries related to your study areas.
- Watch the news and current affairs programs. Use on line sources to get a quick daily news update on what is happening. Beware of bias.
- Create a Kahoot on your topic towards the end of the unit to use as revision.
- Read hard copy or online articles (always check sources for reliability and/or bias).
- Complete quizzes or questions on Education Perfect.

**PLEASE NOTE: The Assessment Schedules printed in this booklet for all curriculum areas are intended as a guide. Changes to these may be made during the year as extenuating circumstances may occur. Students will receive advance warning of assessments via an assessment notification at least two weeks prior to the task.**



<b>SUBJECT:</b>	<b>YEAR:</b>
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OUTCOME	DESCRIPTION

Please note that this is only a schedule for formal assessment tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.		<b>TASK No. &amp; TYPE</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>OUTCOMES</b>	<b>COMPONENTS</b>	<b>Date Due</b>				
		<b>In class Take home</b>				
<b>Lifeskills Outcomes</b>						
<b>TOTAL</b>		<b>100%</b>				

# English

Outcome	Description
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-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.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.					Weighting and Components		
Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills Outcomes	Understanding Texts	Composing Texts	Total
1	<b>Speak the Speech</b> Dramatic Scene Writing and Performance	Term 2 Week 3	EN4-RVL-01 EN4-URA-01 EN4-ECA-01 EN4-URC-01	ENLS-RVL-01 ENLS-URA-01 ENLS-ECA-01	15	15	30%
2	<b>Escape Into the Novel</b> In class Examination (Multiple Choice & Short Answer)	Term 3 Week 4	EN4-URA-01 EN4-ECA-01 EN4-ECB-01 EN4-RVL-01	ENLS-URA-01 ENLS-URB-01 ENLS-ECB-01 ENLS-RVL-02 ENLS-COM-01	20	10	30%
3	<b>Powerful Youth Voices</b> Part A: Persuasive Speech Transcript Part B: Presentation	Term 4 Week 3	EN4-URB-01 EN4-ECA-01 EN4-ECB-01	ENLS-ECA-02 ENLS-ECB-01 ENLS-URB-01 ENLS-URC-01	15	25	40%
<b>Component Weighting</b>					<b>50</b>	<b>50</b>	<b>100%</b>

# Mathematics

Topic	Outcome	Related Life Skills Outcomes
<b>F01 S4 Computation With Integers</b>	<b>MA4-INT-C-01</b> - compares, orders and calculates with integers to solve problems.	MALS-LAN-01 MALS-LAN-02 MALS-COU-01 MALS-REP-01 MALS-COM-01 MALS-ADS-01 MALS-MDI-01
<b>F02 S4 Fractions, Decimals and Percentages</b>	<b>MA4-FRC-C-01</b> - represents and operates with fractions, decimals and percentages to solve problems.	MALS-FRC-01 MALS-DEP-01
<b>F03 S4 Ratios and Rates</b>	<b>MA4-RAT-C-01</b> - solves problems involving ratios and rates, and analyses distance–time graphs.	MALS-ADS-01 MALS-MDI-01
<b>F04 S4 Algebraic Techniques</b>	<b>MA4-ALG-C-01</b> - generalises number properties to operate with algebraic expressions including expansion and factorisation.	MALS-PAT-01
<b>F05 S4 Indices</b>	<b>MA4-IND-C-01</b> - operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws.	
<b>F06 S4 Equations</b>	<b>MA4-EQU-C-01</b> - solves linear equations of up to 2 steps and quadratic equations of the form $ax^2=c$ .	MALS-ADS-01 MALS-MDI-01
<b>F07 S4 Linear Relationships</b>	<b>MA4-LIN-C-01</b> - creates and displays number patterns and finds graphical solutions to problems involving linear relationships.	MALS-POS-01
<b>F08 S4 Length</b>	<b>MA4-LEN-C-01</b> - applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems.	MALS-LEN-01
<b>F09 S4 Right-Angled Triangles (Pythagoras' Theorem)</b>	<b>MA4-PYT-C-01</b> - applies Pythagoras' theorem to solve problems in various contexts.	
<b>F10 S4 Area</b>	<b>MA4-ARE-C-01</b> - applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems.	MALS-ARE-01
<b>F11 S4 Volume</b>	<b>MA4-VOL-C-01</b> - applies knowledge of volume and capacity to solve problems involving right prisms and cylinders.	MALS-VOL-01
<b>F12 S4 Angle Relationships</b>	<b>MA4-ANG-C-01</b> - applies angle relationships to solve problems, including those related to transversals on sets of parallel lines.	
<b>F13 S4 Properties of Geometrical Figures</b>	<b>MA4-GEO-C-01</b> - identifies and applies the properties of triangles and quadrilaterals to solve problems.	MALS-GEO-01
<b>F14 S4 Data Classification and Visualisation</b>	<b>MA4-DAT-C-01</b> - classifies and displays data using a variety of graphical representations.	MALS-DAT-01
<b>F15 S4 Data Analysis</b>	<b>MA4-DAT-C-02</b> - analyses simple datasets using measures of centre, range and shape of the data.	MALS-DAT-02
<b>F16 S4 Probability</b>	<b>MA4-PRO-C-01</b> - solves problems involving the probabilities of simple chance experiments.	MALS-PRO-01
<b>Working Mathematically</b>	<b>MAO-WM-01</b> - 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.	

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Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills Outcomes	Working Mathematically	Knowledge, Understanding & Skills	Total
1	<b>Computation with Integers; Indices, Square &amp; Cube Roots</b> - In Class Test	Term 1 Week 6	MA4-INT-C-01 MA4-IND-C-01 MAO-WM-01	MALS-LAN-01 MALS-LAN-02 MALS-COU-01 MALS-REP-01 MALS-COM-01 MALS-ADS-01 MALS-MDI-01	15	10	25%
2	<b>Computation with Integers; Indices, Square &amp; Cube Roots; Fractions, Decimals &amp; Percentages</b> - In Class Test	Term 2 Week 6	MA4-INT-C-01 MA4-IND-C-01 MA4-FRC-C-01 MAO-WM-01	MALS-LAN-01 MALS-LAN-02 MALS-COU-01 MALS-REP-01 MALS-COM-01 MALS-ADS-01 MALS-MDI-01 MALS-FRC-01 MALS-DEP-01	10	15	25%
3	<b>Algebraic Techniques; Equations; Angle Relationships; Properties of Geometric Figures</b> - Investigation Task & Validation test	Term 3 Week 5	MA4-ALG-C-01 MA4-EQU-C-01 MA4-ANG-C-01 MA4-GEO-C-01 MAO-WM-01	MALS-PAT-01 MALS-ADS-01 MALS-MDI-01 MALS-GEO-01	15	10	25%
4	<b>Algebraic Techniques; Equations; Angle Relationships; Properties of Geometric Figures; Length; Pythagoras' Theorem; Area</b> - In Class Test	Term 4 Week 3	MA4-ALG-C-01 MA4-EQU-C-01 MA4-ANG-C-01 MA4-GEO-C-01 MA4-LEN-C-01 MA4-PYT-C-01 MA4-ARE-C-01 MAO-WM-01	MALS-PAT-01 MALS-ADS-01 MALS-MDI-01 MALS-GEO-01 MALS-LEN-01 MALS-ARE-01	10	15	25%
<b>Component Weighting</b>					<b>50</b>	<b>50</b>	<b>100%</b>

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# Science

Outcome	Description
SC4-1VA SC5-1VA	Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them.
SC4-2VA SC5-2VA	Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures.
SC4-3VA SC5-3VA	Demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations.
SC4-4WS	Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge.
SC4-5WS	Collaboratively and individually produces a plan to investigate questions and problems.
SC4-6WS	Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually.
SC4-7WS	Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions.
SC4-8WS	Selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems.
SC4-9WS	Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations.
SC4-10PW	Describes the action of unbalanced forces in everyday situations.
SC4-11PW	Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations.
SC4-12ES	Describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system.
SC4-13ES	Explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management.
SC4-14LW	Relates the structure and function of living things to their classification, survival and reproduction.
SC4-15LW	Explains how new biological evidence changes people's understanding of the world.
SC4-16CW	Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles.
SC4-17CW	Explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life.

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## Weighting and Components

Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills Outcomes	Working Scientifically Skills	Knowledge and Understanding	Total
1	<b>Chemical World</b> Practical Examination	Term 1 Week 10	SC4-16CW SC4-17CW	SCLS-22CW SCLS-23CW	SC4-6WS SC4-7WS	SC4-16CW SC4-17CW	20%
2	<b>Earth and Space</b> Semester 1 Exam	Term 2 Week 7	SC4-12ES SC4-13ES SC4-16CW SC4-17CW	SCLS-15ES SCLS-16ES	SC4-7WS SC4-8WS	SC4-12ES SC4-13ES	25%
3	<b>Physical World</b> Student Research Project	Term 3 Week 8	SC4-10PW SC4-11PW	SCLS-10PW SCLS-11PW	SC4-4WS SC4-5WS SC4-9WS	SC4-10PW SC4-11PW	25%
4	<b>Living World</b> Semester 2 Exam	Term 4 Week 5	SC4-10PW SC4-11PW SC4-14LW SC4-15LW	SCLS-17LW SCLS-18LW	SC4-9WS	SC4-10PW SC4-11PW SC4-14LW SC4-15LW	30%
<b>Component Weighting</b>					<b>60</b>	<b>40</b>	<b>100%</b>

# Geography

Outcome	Description
<b>GE4-1</b>	Locates and describes the diverse features and characteristics of a range of places and environments.
<b>GE4-2</b>	Describes processes and influences that form and transform places and environments.
<b>GE4-3</b>	Explains how interactions and connections between people, places and environments result in change
<b>GE4-4</b>	Examines perspectives of people and organisations on a range of geographical issues.
<b>GE4-5</b>	Discusses management of places and environments for their sustainability.
<b>GE4-6</b>	Explains differences in human wellbeing.
<b>GE4-7</b>	Acquires and processes geographical information by selecting and using geographical tools for inquiry.
<b>GE4-8</b>	Communicates geographical information using a variety of strategies.

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Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills Outcomes	Knowledge, Skills & Understanding	Historical Inquiry	Total
1	<b>IDENTITY - Ingredion (Interconnections) Formative Portfolio</b> In Class Writing Task	Term 1 Week 7	GE4-2 GE4-3 GE4-4 GE4-5 GE4-7 GE4-8	GELS-2 GELS-3 GELS-4 GELS-5 GELS-7 GELS-8		25	25%
2	<b>PLACE - Karing (Place and Liveability) Information Report</b> Digital Submission of Information Report on the Liveability of a Selected Suburb	Term 2 Week 5	GE4-1 GE4-3 GE4-4 GE4-6 GE4-7 GE4-8	GELS-1 GELS-3 GELS-4 GELS-6 GELS-7 GELS-8		25	25%
3	<b>POWER - Palrung (Water) Visual Presentation: Case Study of Water Scarcity in Different Countries</b>	Term 3 Week 7	GE4-1 GE4-2 GE4-3 GE4-5 GE4-7 GE4-8	GELS-1 GELS-2 GELS-3 GELS-5 GELS-7 GELS-8	25		25%
4	<b>CHANGE - Kwangling (Landscape and Landforms) In Class Test: Assessing the Topic Change - Landscapes and Landforms</b>	Term 4 Week 5	GE4-1 GE4-2 GE4-4 GE4-5 GE4-7 GE4-8	GELS-1 GELS-2 GELS-4 GELS-5 GELS-7 GELS-8	25		25%
<b>Component Weighting</b>					<b>50</b>	<b>50</b>	<b>100%</b>

# PDHPE

Outcome	Description
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.

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## Weighting and Components

Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills Outcomes	Skills	Knowledge	Total
1	<b>Glee to Be Me:</b> Multiple Choice and Short Answer In-Class Examination	Term 1 Week 8	PD4-1 PD4-2	PDLS-1 PDLS-2 PDLS-3	15	10	25%
2	<b>Fundamental Movement Skills:</b> Practical Skills Test In-Class Observation	Term 2 Weeks 6-8	PD4-4	PDLS-5	10	15	25%
3	<b>Mastering Health Living:</b> Healthy Dinner Plate Design Take Home Task	Term 3 Week 8	PD4-6 PD4-7 PD4-8	PDLS-7 PDLS-9	15	10	25%
4	<b>Net/Racket Sports:</b> Practical Skills Test In-Class Observation	Term 4 Weeks 1-5	PD4-4 PD4-5	PDLS-5 PDLS-6	10	15	25%
<b>Component Weighting</b>					<b>50</b>	<b>50</b>	<b>100%</b>

# Music

Outcome	Description
4.1	Performs in a range of musical styles demonstrating an understanding of musical concepts.
4.2	Performs music using different forms of notation and different types of technology across a broad range of musical styles.
4.3	Performs music demonstrating solo and/or ensemble awareness.
4.4	Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing.
4.5	Notates compositions using traditional and/or non-traditional notation.
4.6	Experiments with different forms of technology in the composition process.
4.7	Demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas.
4.8	Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire.
4.9	Demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study.
4.10	Identifies the use of technology in the music selected for study, appropriate to the musical context.
4.11	Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform.
4.12	Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

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## Weighting and Components

Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills Outcomes	Performance	Composition	Aural	Total
1	<b>I Got Rhythm</b> Percussion Aural	Term 1 Week 7	4.8 4.9				15	15%
2	<b>Pentatonic Scale</b> Composition Performance	Term 2 Week 6	4.1 4.2 4.4 4.5 4.7 4.8 4.9		10	15	10	35%
3	<b>Contemporary Aboriginal</b> Music Guitar	Term 3 Week 9	4.1 4.2 4.3 4.10		20			20%
4	<b>Twelve Bar Blues</b> Keyboard Composition Performance	Term 4 Week 7	4.1 4.2 4.3 4.4 4.5 4.6 4.9		15	15		30%
<b>Component Weighting</b>					<b>45</b>	<b>30</b>	<b>25</b>	<b>100%</b>

# Visual Arts

Outcome	Description
4.1	Uses a range of strategies to explore different artmaking 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.

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## Weighting and Components

Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills Outcomes	Art History and Criticism	Art Making	Total
1	<b>Learning to See Artmaking:</b> Still Life Drawing <b>Critical &amp; Historical Study:</b> Writing Task	Term 2 Week 5	4.1 4.5 4.9 4.10	LS.3	Writing Task: 15%	Drawing: 35%	50%
2	<b>My Place:</b> Research Task <b>Critical &amp; Historical Studies:</b> Research Task/ Artist Study	Term 3 Week 10	4.7 4.8	LS.7	Research Task: 15%		15%
3	<b>My Place:</b> Landscape Painting <b>Artmaking:</b> Landscape Painting	Term 4 Week 5	4.3 4.4 4.5 4.6	LS.8		Painting Task: 35%	35%
4	<b>Visual Art Process Diary</b> Ongoing Artmaking and Critical & Historical Tasks	Ongoing		LS.2			Formative
<b>Component Weighting</b>					<b>30</b>	<b>70</b>	<b>100%</b>

# Mandatory Technology

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

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## Weighting and Components

Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills Outcomes	Art History and Criticism	Art Making	Total
1	Portfolio	Term 1 Week 9	TE4-1DP TE4-2DP TE4-8EN TE4-9MA TE4-10TS	N/A	10	15	25%
2	Portfolio	Term 2 Week 9	TE4-1DP TE4-2DP TE4-3DP TE4-9MA	N/A	10	15	25%
3	Portfolio	Term 3 Week 9	TE4-1DP TE4-2DP TE4-5AG TE4-6FO TE4-10TS TE4-9MA	N/A	10	15	25%
4	Portfolio	Term 4 Week 9	TE4-1DP TE4-2DP TE4-3DP	N/A	10	15	25%
<b>Component Weighting</b>					<b>40</b>	<b>60</b>	<b>100%</b>









## Application for Extension of Assessment Task

Name: \_\_\_\_\_ Task Due Date: \_\_\_\_\_ Task number: \_\_\_\_\_

KLA/Subject: \_\_\_\_\_ Class Teacher: \_\_\_\_\_ Weighting: \_\_\_\_\_ %

### Task Description:

- Hand in task  Examination  
 Oral Presentation  Other \_\_\_\_\_

### Reason for Extension:

- Illness  Process  
 Misadventure  Other \_\_\_\_\_

Supporting details: (Attach supporting documentation)

\_\_\_\_\_  
\_\_\_\_\_

Confidential: Principal (or nominee) to contact. Provide phone number. \_\_\_\_\_

Signatures: Student \_\_\_\_\_ Parent/Carer: \_\_\_\_\_ Date: \_\_\_\_\_

Class teacher: I do / do not support this application. Signature: \_\_\_\_\_

### OFFICE USE ONLY

Upheld

Dismissed

Reason for approval/dismissal: \_\_\_\_\_

\_\_\_\_\_

New submission date: \_\_\_\_\_

HT Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Checklist:

- Medical certificate and/or supporting documentation is attached.  
 Submission is within timeframes outlined in the Assessment Guidelines.  
 Communication of appeal and outcomes of appeal to HTs /teaching staff via email.  
 Communication of outcomes of appeal to student and parent.  
 Details of appeal and outcomes of appeal recorded in Sentral.





## SCHOOL BASED APPEAL

Student's Name:	
Year:	
Subject:	
Task:	
Due Date of Task:	
Teacher:	
Date:	
Submitted to the HT:	

## Summary of Reason for Appeal

Student Signature:		Date:	

## Outcome of Appeal

Approved:		Declined:	
Deputy Signature:		Date:	
Head Teacher Signature:		Date:	
Student Signature:		Date:	

**This form must be submitted to the Head Teacher of the Faculty within 24 hours of receiving your result.**











Alexandria Park Community School is on Cadigal Land 