



**ALEXANDRIA PARK  
COMMUNITY SCHOOL**

**YEAR  
7**

**CURRICULUM &  
ASSESSMENT  
BOOKLET**

**2025**

# TABLE OF CONTENTS

| <b>SECTION 1: Assessment Information and Awarding Grades</b> |    |
|--|----|
| What is assessment?  | 4  |
| School Based Assessment Tasks                                | 4  |
| How can parents/carers help at home?                         | 5  |
| Awarding Grades  | 5  |
| Assessment Schedules   | 6  |
| Written Notification of Assessment Task                      | 6  |
| Submission of Assessment Tasks                               | 6  |
| Formal Examinations and In Class Tasks                       | 7  |
| Technology and Assessments                                   | 7  |
| The Assessment Program for Life Skills Courses               | 8  |
| Extensions, Illness and Misadventure                         | 8  |
| Late and Non Submission of Assessment Tasks                  | 9  |
| Malpractice  | 10 |
| Reporting  | 10 |
| Feedback to Students   | 11 |
| Disability Provisions  | 11 |
| <b>SECTIONS 2: Curriculum and Communication</b>              |    |
| Communicating with Our School                                | 13 |
| Who to Contact   | 13 |
| Year 7 Curriculum Structure                                  | 14 |
| National Assessment Program                                  | 14 |
| Year 7 Best Start  | 15 |
| Homework Ideas for Students and Carers                       | 15 |

| <b>SECTION 3: Courses and Assessment Schedules</b>  |    |
|---|----|
| English   | 17 |
| Geography   | 18 |
| Mathematics   | 19 |
| Music   | 20 |
| Personal Development, Health and Physical Education | 21 |
| Science   | 22 |
| Technology  | 23 |
| Visual Arts   | 24 |
| <b>SECTION 4: Forms and Student Planner</b>         |    |
| Illness/Misadventure/Extension Form                 | 26 |
| Assessment Planner                                  | 27 |

# SECTION 1

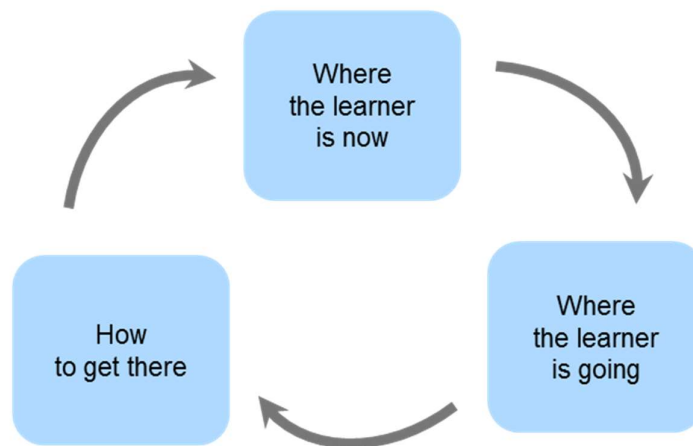
## ASSESSMENT INFORMATION AND AWARDING GRADES

## WHAT IS ASSESSMENT

Teachers at Alexandria Park 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.

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

You will be given at least two weeks written notice for a formal assessment task. This will outline:

- 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 consider both formal assessment tasks and informal assessment for learning activities. 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 judgement to make a final determination of the student's grade.

## 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. 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.



## 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.

## SUBMISSION OF ASSESSMENT TASKS

Assessment task submission is to occur on the due date, 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.

Electronic/digital submission will be coordinated by each classroom teacher. 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.

## FORMAL EXAMINATIONS AND IN CLASS TASKS

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

## 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 (USB)
- 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.





## 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.

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

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.

- Unapproved leave such as family vacations are NOT considered approved reasons, however sorry business will be considered acceptable with principal or Deputy Principal notification.
- 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.
- 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.

If a student has prior knowledge of a circumstance that will impact on their ability to submit a task on the due date or attend an in-class task, test or examination, they must request an Extension Application Form from the Head Teacher or access it on the school's website. This form should be submitted to the faculty Head Teacher BEFORE the assessment task is due.

**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, an Extension /Illness /Late/ Missed /Misadventure application form should be completed with the appropriate parental/carer note. 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 then students are required to refer to the Misadventure procedures.

## LATE AND NON-SUBMISSION OF ASSESSMENT TASKS

Late or non-submission of a 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.

- 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.
- 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)
- 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 zero 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 practise discretion with submission of tasks for students identified as requiring additional support. This will be discussed with the student and / or parents / carer in conjunction with student learning support plans.

### **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 on the School website or in this booklet) and give it to the classroom Teacher for that subject.

## 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 presented as your own work,
- Collusion (working with another student, including the sharing or distribution of work which is not your individual attempt at a task),
- 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 HT 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.



## REPORTING

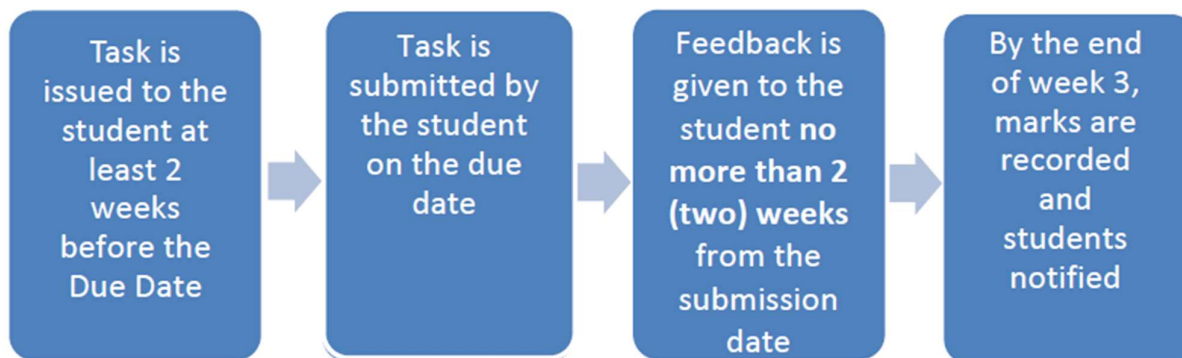
A school report is issued each semester. Reports should reflect the extent to which students have met a range of the outcomes that have been assessed for each subject. Work habits as well as an overall grade will usually be included. Where this is not possible, the report comment may indicate that a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

## FEEDBACK TO STUDENTS

Following a formal assessment task, teachers will provide positive and constructive feedback to students that may identify strengths and weaknesses, correct misunderstandings, state clearly how students can improve and allow 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.

Feedback may be given in one or more of the following ways:

- oral discussion with class, groups or individual students
- written annotations on the submitted work
- general comments to the class about those aspects of the activity or task in which students excelled and those aspects that still need addressing
- examples of good responses
- self-evaluation



## 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 Wellbeing/ Learning Support and subject Teacher.

## SECTION 2

# CURRICULUM AND COMMUNICATION

## 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-schools.nsw.edu.au, please write the name of teacher in the subject box.

Year 7 has 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:   |
|------------------------------------|---|
| Classroom Teachers                 | 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.  |
| Head Teachers of Each Subject Area | 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. |
| Learning and Support Teachers      | If a parent/carer feels that their child needs some support in the classroom due to diverse learning needs.   |
| Year Adviser                       | 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.                                      |
| Head Teacher Wellbeing             | 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).  |
| Deputy Principal                   | 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.            |
| Principal                          | 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.           |

## YEAR 7 CURRICULUM STRUCTURE

| Course       | Periods per cycle |
|--------------|-------------------|
| English/EALD | 8                 |
| Mathematics  | 8                 |
| Science      | 8                 |
| Geography    | 5                 |
| Sport        | 4                 |

| Course      | Periods per cycle |
|-------------|-------------------|
| PDHPE       | 5                 |
| Visual Arts | 3                 |
| Technology  | 5                 |
| Music       | 3                 |

**Students also participate in Sport for 2 periods each week.  
Sport is a mandatory requirement in Years 7 – 10.**

## NATIONAL ASSESSMENT PROGRAM

Year 9 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 9 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 2025 online test**

Students will complete the NAPLAN tests online for 2025. NAPLAN online is a tailored test that adapts to students' responses resulting in more precise results. The tests will be held **from March 12, 2025, to March 21, 2025**. All years will commence writing on **March 12, 2025**.

The tests will be taken in the following order:

1. Reading
2. Writing
3. Conventions of Language
4. 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. More information regarding NAPLAN online will be provided closer to the date.



## 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 teachers with additional information to best support the teaching of your child.

## HOMework IDEAS FOR STUDENTS AND CARERS

| Class Work  | Teach  | Wide Reading   |
|---|--|--|
| <ul style="list-style-type: none"> <li>Complete any unfinished class work and/or complete any set homework tasks prior to their due date.</li> <li>Ensure homework is ready to present for the next lesson.</li> <li>Brain dump – give yourself 3 minutes to write down in your book everything you learned in class that day.</li> <li>Create a concept map to build relationships between key words, phrases, class content.</li> </ul>   | <ul style="list-style-type: none"> <li>Teach your family something you were taught during class this week.</li> <li>Peer teaching. Help and teach your friend an idea or concept they might be struggling to understand.</li> </ul>  | <ul style="list-style-type: none"> <li>Read both fiction and non-fiction sources covering the topics being studied in class</li> <li>There are lots of ideas on this website for ways to enhance your reading skills<br/><a href="https://www.educatorstechnology.com/2018/02/19-educational-websites-to-enhance.html">https://www.educatorstechnology.com/2018/02/19-educational-websites-to-enhance.html</a></li> <li>Visit the library and choose from a variety of reading resources</li> </ul>                    |
| Assessment Preparation  | Language & Writing Strategies  | Media/ITC  |
| <ul style="list-style-type: none"> <li>The research and planning aspects of assessments should be carried out first.</li> <li>Complete a draft and receive feedback.</li> <li>Then the actual completion of the task should take place (ticking off all relevant aspects as complete).</li> <li>Finally read over and edit work to ensure the work has been finished.</li> <li>Write regular revision OR summary notes and revise them for upcoming tests and in-class</li> </ul> | <ul style="list-style-type: none"> <li>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).</li> <li>Vocabulary extension. Use concept key words and Active verbs in sentences related to your topics.</li> <li>Find models for your writing tasks. AI is appropriate for MODELS to get ideas BUT not to copy directly as this would be Malpractice.</li> </ul> | <ul style="list-style-type: none"> <li>Watch relevant films and documentaries related to your study areas.</li> <li>Watch the news and current affairs programs. Use online sources to get a quick daily news update on what is happening. Beware of bias.</li> <li>Create a Kahoot on your topic towards the end of the unit to use as revision.</li> <li>Read hard copy or online articles (always check sources for reliability and/or bias)</li> <li>Complete quizzes or questions on Education Perfect</li> </ul> |



## SECTION 3

# COURSES AND ASSESSMENT SCHEDULES

- ENGLISH
- GEOGRAPHY
- MATHEMATICS
- MUSIC
- PDHPE
- SCIENCE
- TECHNOLOGY
- VISUAL ARTS

**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 any task and will sign they have received any alterations to this schedule.



| SUBJECT    | 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                                       |

| Outcome  | Assessment Description                             |                  |  |   |                             |                 |            |
|--|--|------------------|--|---|-----------------------------|-----------------|------------|
| 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. |  |                  |  |   |                             |                 |            |
| Task Number  | Topic & Type of Task                               | Due Date         | Syllabus Outcomes                                    | Life Skills Outcomes  | Weighting and components    |                 |            |
|  |  |                  |  |   | Knowledge and understanding | Composing Texts | Total      |
| 1  | Escape Into the Novel -<br>In class examination    | Term 2<br>Week 3 | EN4-URA-01<br>EN4-ECA-01<br>EN4-ECB-01<br>EN4-RVL-01 | ENLS-COM-01<br>ENLS-URA-01<br>ENLS-URB-01<br>ENLS-ECB-01<br>ENLS-RVL-02 | 20                          | 10              | 30         |
| 2  | Speak the Speech -<br>Imaginative Written Response | Term 3<br>Week 7 | EN4-RVL-01<br>EN4-URA-01<br>EN4-ECA-01<br>EN4-URC-01 | ENLS-RVL-01<br>ENLS-URA-01<br>ENLS-ECA-01                               | 15                          | 15              | 30         |
| 3  | Reimagining Tales -<br>Multimodal Presentation     | Term 4<br>Week 3 | EN4-URB-01<br>EN4-URC-01<br>EN4-ECB-01               | ENLS- COM-01<br>ENLS-URB-01<br>ENLS-URC-01<br>ENLS-ECB-01               | 15                          | 25              | 40         |
|  |  |                  |  |   | <b>50</b>                   | <b>50</b>       | <b>100</b> |

| SUBJECT | GEOGRAPHY   |
|---------|---|
| Outcome | Description   |
| GE4-1   | locates and describes the diverse features and characteristics of a range of places and environments  |
| GE4-2   | describes processes and influences that form and transform places and environments                    |
| GE4-3   | explains how interactions and connections between people, places and environments result in change    |
| GE4-4   | examines perspectives of people and organisations on a range of geographical issues                   |
| GE4-5   | discusses management of places and environments for their sustainability                              |
| GE4-6   | explains differences in human wellbeing   |
| GE4-7   | acquires and processes geographical information by selecting and using geographical tools for inquiry |
| GE4-8   | communicates geographical information using a variety of strategies                                   |

| Outcome  | Assessment Description                 |                  |                         |   |                         |            |
|--|--|------------------|-------------------------|---|-------------------------|------------|
| 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. |  |                  |                         |   |                         |            |
| Task Number  | Topic & Type of Task                   | Due Date         | Syllabus Outcomes       | Weighting and components                      |                         |            |
|  |  |                  |                         | Knowledge and understanding of course content | Skills in responding to | Total      |
| 1  | Landscapes and Landforms - Skills Test | Term 1<br>Week 8 | GE4-1<br>GE4-5<br>GE4-7 | 15  | 15                      | 30         |
| 2  | Water in the World - Hand in Task      | Term 2<br>Week 5 | GE4-3<br>GE4-7<br>GE4-7 | 15  | 15                      | 30         |
| 3  | Place and Livability - In class task   | Term 3<br>Week10 | GE4-4<br>GE4-6          | 20  | 20                      | 40         |
|  |  |                  |                         | <b>50</b>                                     | <b>50</b>               | <b>100</b> |

| SUBJECT      | MATHEMATICS  |
|--------------|--|
| Outcome      | Description  |
| 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-0  | generalises number properties to operate with algebraic expressions including expansion and factorisation  |
| MA4-IND-C-0  | 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   |
| 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 |

| Outcome  | Assessment Description |                  |   |   |                        |            |
|--|------------------------|------------------|---|---|------------------------|------------|
| 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. |                        |                  |   |   |                        |            |
| Task Number  | Topic & Type of Task   | Due Date         | Syllabus Outcomes   | Weighting and components                      |                        |            |
|  |                        |                  |   | Knowledge and understanding of course content | Working Mathematically | Total      |
| 1  | In class test          | Term 1<br>Week 9 | MA4-INT-C-01, MAO-WM-01                                       | 10  | 15                     | 25         |
| 2  | In class test          | Term 2<br>Week 4 | MA4-IND-C-01, MA4-FRC-C-01, MALS-DEP-01, MAO-WM-01            | 15  | 10                     | 25         |
| 3  | Investigative task     | Term 3<br>Week 6 | MALS-PAT-01, MALS-ADS-01, MALS-MDI-01, MALS-GEO-01, MAO-WM-01 | 10  | 15                     | 25         |
| 4  | Yearly Examination     | Term 4<br>Week 4 | MALS-LEN-01, MALS-ARE-01, MALS-DAT-01, MALS-PRO-01, MAO-WM-01 | 15  | 10                     | 25         |
|  |                        |                  |   | <b>50</b>                                     | <b>50</b>              | <b>100</b> |

| SUBJECT | 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   |

| Outcome  | Assessment Description        |          |                            |                          |             |           |       |
|--|-------------------------------|----------|----------------------------|--------------------------|-------------|-----------|-------|
| 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. |                               |          |                            |                          |             |           |       |
| Task Number  | Topic & Type of Task          | Due Date | Syllabus Outcomes          | Weighting and components |             |           |       |
|  |                               |          |                            | Performance              | Composition | Listening | Total |
| 1  | Rhythm & Pitch Listening      | T2 W5    | 4.1<br>4.7<br>4.9<br>4.12  | 20                       |             | 20        | 40    |
| 2  | This Is Australia Performance | T3 W5    | 4.3<br>4.8<br>4.10<br>4.11 | 20                       |             | 10        | 30    |
| 3  | Twelve Bar Blues Composition  | T4 W5    | 4.2<br>4.4<br>4.5<br>4.6   | 10                       | 20          |           | 30    |
|  |                               |          |                            | 50                       | 20          | 30        | 100   |

| SUBJECT | PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION  |
|---------|--|
| 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   |

| Outcome  | Assessment Description   |                      |                         |                            |                           |           |            |
|--|--|----------------------|-------------------------|----------------------------|---------------------------|-----------|------------|
| 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. |  |                      |                         |                            |                           |           |            |
| Task Number  | Topic & Type of Task   | Due Date             | Syllabus Outcomes       | Life Skills Outcomes       | Weighting and components  |           |            |
|  |  |                      |                         |                            | Knowledge & Understanding | Skills    | Total      |
| 1  | <b>Glee to Be Me:</b><br>In-class Task   | Week 8,<br>Term 1    | PD4-1<br>PD4-2          | PDLS-1<br>PDLS-2<br>PDLS-3 | 15                        | 10        | 25         |
| 2  | <b>Fundamental Movement Skills:</b><br>Practical skills Test<br>In-Class Observation | Weeks 5-6,<br>Term 2 | PD4-4                   | PDLS-5                     | 10                        | 15        | 25         |
| 3  | <b>Mastering Health Living:</b><br>Healthy Meal Design<br>Take Home Task             | Week 8,<br>Term 3    | PD4-6<br>PD4-7<br>PD4-8 | PDLS-7<br>PDLS-9           | 15                        | 10        | 25         |
| 4  | <b>Net/Racket Sports:</b><br>Practical Skills test<br>In-class observation           | Weeks 1-5,<br>Term 4 | PD4-4<br>PD4-5          | PDLS-5<br>PDLS-6           | 10                        | 15        | 25         |
|  |  |                      |                         |                            | <b>50</b>                 | <b>50</b> | <b>100</b> |

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

| Outcome  | Assessment Description   |                   |                        |                               |                         |            |
|--|--|-------------------|------------------------|-------------------------------|-------------------------|------------|
| 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. |  |                   |                        |                               |                         |            |
| Task Number  | Topic & Type of Task   | Due Date          | Life Skills Outcomes   | Weighting and components      |                         |            |
|  |  |                   |                        | Working Scientifically Skills | Knowledge understanding | Total      |
| 1  | <b>Chemical World:</b><br>Practical Examination                  | Term 1<br>Week 10 | SCLS-22CW<br>SCLS-23CW |                               |                         | 20         |
| 2  | <b>Earth and Space:</b><br>Semester 1 Examination                | Term 2<br>Week 7  | SCLS-15ES<br>SCLS-16ES |                               |                         | 25         |
| 3  | <b>Physical World:</b><br>Individual Student<br>Research Project | Term 3<br>Week 8  | SCLS-10PW<br>SCLS-11PW |                               |                         | 25         |
| 4  | <b>Living World:</b><br>Semester 2 Examination                   | Term 4<br>Week 5  | SCLS-17LW<br>SCLS-18LW |                               |                         | 30         |
|  |  |                   |                        | <b>60</b>                     | <b>40</b>               | <b>100</b> |



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

| Outcome  | Assessment Description |               |   |   |                         |            |
|--|------------------------|---------------|---|---|-------------------------|------------|
| 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. |                        |               |   |   |                         |            |
| Task Number  | Topic & Type of Task   | Due Date      | Syllabus Outcomes   | Weighting and components                      |                         |            |
|  |                        |               |   | Knowledge and understanding of course content | Skills in responding to | Total      |
| 1  | Semester 1 Portfolio   | Term 2 Week 5 | TE4-1DP, TE4-2DP  | 20  |                         | 20         |
| 2  | Semester 1 Practical   | Term 2 Week 5 | TE4-3DP, TE4-5AG, TE4-6FO, TE4-10TS OR TE4-3DP, TE4-9MA, TE4-10TS |   | 30                      | 30         |
| 3  | Semester 2 Portfolio   | Term 4 Week 5 | TE4-1DP, TE4-2DP  | 20  |                         | 20         |
| 4  | Semester 2 Practical   | Term 4 Week 5 | TE4-3DP, TE4-5AG, TE4-6FO, TE4-10TS OR TE4-3DP, TE4-9MA, TE4-10TS |   | 30                      | 30         |
|  |                        |               |   | <b>40</b>                                     | <b>60</b>               | <b>100</b> |

#### In 2026 Year 8 Students will cover:

In **Digital and Communication Technologies**, students learn foundational skills in working with digital tools and systems, understanding basic coding, and exploring how technology can solve real-world problems. This unit fosters critical thinking and introduces students to the impact of digital technologies on society. The **Engineering Technologies and Systems** unit allows students to engage in design projects that involve understanding forces, materials, and structures. They work with tools and equipment to create functional models, learning about the principles of engineering and problem-solving along the way.

| SUBJECT |   | 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  |             |

| Outcome  |  | Assessment Description |                           |                      |                           |                    |            |
|--|--|------------------------|---------------------------|----------------------|---------------------------|--------------------|------------|
| 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. |  |                        |                           |                      |                           |                    |            |
| Task Number  | Topic & Type of Task   | Due Date               | Syllabus Outcomes         | Life Skills Outcomes | Weighting and components  |                    |            |
|  |  |                        |                           |                      | Art History and Criticism | Art Making         | Total      |
| 1  | <b>Learning to See</b><br>Artmaking: Still life drawing<br>Critical & Historical Study: Writing task | Term 2,<br>Week 5      | 4.1<br>4.5<br>4.9<br>4.10 | LS.3                 | Writing task:<br>15%      | Drawing:<br>35%    | 50         |
| 2  | <b>My Place: Research Task</b><br>Critical & Historical Studies: Research task/artist study          | Term 3,<br>Week 10     | 4.7<br>4.8                | LS.7                 | Research task:<br>15%     |                    | 15         |
| 3  | <b>My Place: Landscape painting</b><br>Artmaking: Landscape painting                                 | Term 4,<br>Week 5      | 4.3<br>4.4<br>4.5<br>4.6  | LS.8                 |                           | Painting Task: 35% | 35         |
| 4  | <b>Visual Art Process Diary</b><br>Ongoing Artmaking and Critical & Historical tasks                 | Ongoing                |                           | LS.2                 |                           |                    | Formative  |
|  |  |                        |                           |                      | <b>30</b>                 | <b>70</b>          | <b>100</b> |

# SECTION 4

## FORMS AND PLANNER

# ILLNESS/MISADVENTURE/EXTENSION APPLICATION FORM

## ALEXANDRIA PARK COMMUNITY SCHOOL ILLNESS OR MISADVENTURE APPLICATION FORM



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

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

Illness

Misadventure

Extension

**Task Description:**

Hand in Task

Oral Presentation

Examination

Other . \_\_\_\_\_

**Supporting Documentation:**

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

**Desired outcome:** *(Attach supporting documentation)*

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

**Signatures:**

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

**Head Teacher Recommendations:**

| Upheld  | Dismissed  |
|---|--|
| <input type="checkbox"/> Estimate to be given, ranking to be maintained<br><input type="checkbox"/> Alternative task to be set, rank to be maintained<br><input type="checkbox"/> Alternate task to be completed, rank can improve<br><input type="checkbox"/> Task to be completed<br><input type="checkbox"/> Marks to be revisited<br><input type="checkbox"/> Revised due date: _____<br><input type="checkbox"/> Other _____ | <input type="checkbox"/> Zero marks to be awarded to completed task<br><input type="checkbox"/> Marks to count<br><input type="checkbox"/> Marks to be deducted<br><input type="checkbox"/> Task to be completed, ranking cannot improve<br><input type="checkbox"/> Other _____ |
| <b>Comment:</b> _____   | <b>Head Teacher Signature:</b> _____   |

**Checklist:**

- Medical certificate and/or supporting documentation is attached
- Submission is within timeframes outlined in the Assessment Guidelines
- Communication of outcomes to student and parent by Head Teacher
- Details of outcomes recorded in Sentral by Deputy Principal

**Complete the form and submit to the Deputy Principal for final decision:**

**Decision:** \_\_\_\_\_

Deputy Principal signature: \_\_\_\_\_ Date: \_\_\_\_\_

## MY PERSONAL ASSESSMENT PLANNER

| SUBJECT     | TERM 1 | TERM 2 | TERM 3 | TERM 4 |
|-------------|--------|--------|--------|--------|
| English     |        |        |        |        |
| Mathematics |        |        |        |        |
| Science     |        |        |        |        |
| Geography   |        |        |        |        |
| PDHPE       |        |        |        |        |
| Visual Arts |        |        |        |        |
| Technology  |        |        |        |        |
| Music       |        |        |        |        |
|             |        |        |        |        |

# ALEXANDRIA PARK COMMUNITY SCHOOL



📍 Park Road, Alexandria, NSW, Australia, 2015

☎ 02 9869 9800

✉ alexparkcs-c.school@det.nsw.edu.au

🌐 alexparkcs-c.schools.nsw.gov.au

📺 Follow us

*Community Opportunity Success*



*Alexandria Park Community School is on Cadigal Land.*