

Hawkesbury High School



Year 7 Assessment Procedures and Course Assessments

2024

Caring, Learning, Connecting

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Introduction

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.
- Enables students to demonstrate what they know and can do.
- Clarifies student understanding of concepts and promotes deeper understanding.
- Provides evidence that current understanding is a suitable basis for future learning.

Hawkesbury High promotes an integrated approach to teaching, learning and assessment. *Assessment for learning*, *assessment as learning* and *assessment of learning* are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to improve student learning.

These approaches include:

- Self-assessment and peer assessment.
- Strategies for students to actively monitor and evaluate their own learning.
- Feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning.

A key to better assessment information is the re-thinking of assessment as the process of establishing *where* learners are in their learning at the time of assessment. This process can be undertaken at various levels of diagnostic detail to identify starting points for action and to monitor learning progress over time.

This Assessment Schedule is a useful guide for all students – it can assist them to effectively plan ahead and take responsibility for managing their own learning. I trust that this Assessment Schedule will be a useful tool for all students at Hawkesbury High School.

Mr I Maric

Principal

2024

Assessment Policy and Procedures

What is the purpose of assessment?

Assessment:

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

Course Completion Criteria

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- a) followed the course developed or endorsed by NESAs; and
- b) applied him or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes

Unsatisfactory Progress and Attendance

Poor attendance and unsatisfactory progress are closely linked. Students' attendance in each course needs to meet satisfactory levels in order to complete sufficient course outcomes. Where attendance and/or course outcomes completion are of concern, the student will be notified in writing and letters will be sent home. Continued unsatisfactory progress could result in the student being given an "N" determination of unsatisfactory participation in the course.

Assessment Programs

Each school has to develop an Assessment Program for each course. In practical terms, this means that the school is required to:

- Inform students of the requirement in each course.
- Set tasks that will measure student performance in each specified component of the course and focus on outcomes.
- Keep records of each student's performance on each task.
- Provide students with feedback on their progress.

Students with Special Needs

Assessment Tasks may need to be modified or altered for students with special needs. This process will be done in consultation with the Learning Support Team.

Feedback to students

Teachers will provide timely and meaningful feedback to students to allow for monitoring and improvement in learning.

Malpractice

Malpractice when completing assessment may include the following:

- a) Copying and Non-Original Work (plagiarism) – where there is evidence of copying, or where outside sources are used and not acknowledged, marks will be deducted in proportion to the extent of non-original or unacknowledged work.
- b) Cheating – if a student is found to be cheating (or assisting others to cheat) in any assessment task, they will score **zero** for the task, parents/guardians will be informed and the Principal or Head Teacher may take further action as appropriate.

Frequently Asked Questions

How can I best manage my assessment tasks?

- Be aware of due dates. Keep an up-to-date diary of all assessment tasks and other commitments.
- Use a wall calendar or small whiteboard in an area such as your family room or your kitchen to note due dates if you want others in your household to help you remember deadlines.
- Start tasks early so that you can ask for help if you need it.
- Break tasks into a series of smaller steps and set deadlines for completing each step.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end.
- Frequently save and back up any work completed on a computer. The failure of technology is generally not an acceptable excuse for submitting your work late.
- Keep all your earlier drafts and copies of your resources.
- Keep a copy of any work you submit for marking.

What are my rights and responsibilities as a student?

Every student has rights and responsibilities when it comes to assessment. All students have the following rights:

- To be informed of the assessment policies of the school and NESAs.
- To receive clear guidelines relating to requirements of each assessment task.
- To be informed in advance of the due date for each assessment task.
- To receive feedback that assists them to review their work.
- To query the mark for an individual task at the time it is returned to them. All students have the following responsibilities:
To become familiar with and follow the school's assessment policies
- To complete all set tasks on time, or talk to their teachers about what to do if they cannot meet a deadline.
- Not to engage in behaviour which could be considered malpractice, cheating, or plagiarism, and ensure that all assessment work is their own or acknowledge the contribution of others.
- To follow up any concerns with tasks at the time they are marked and returned.

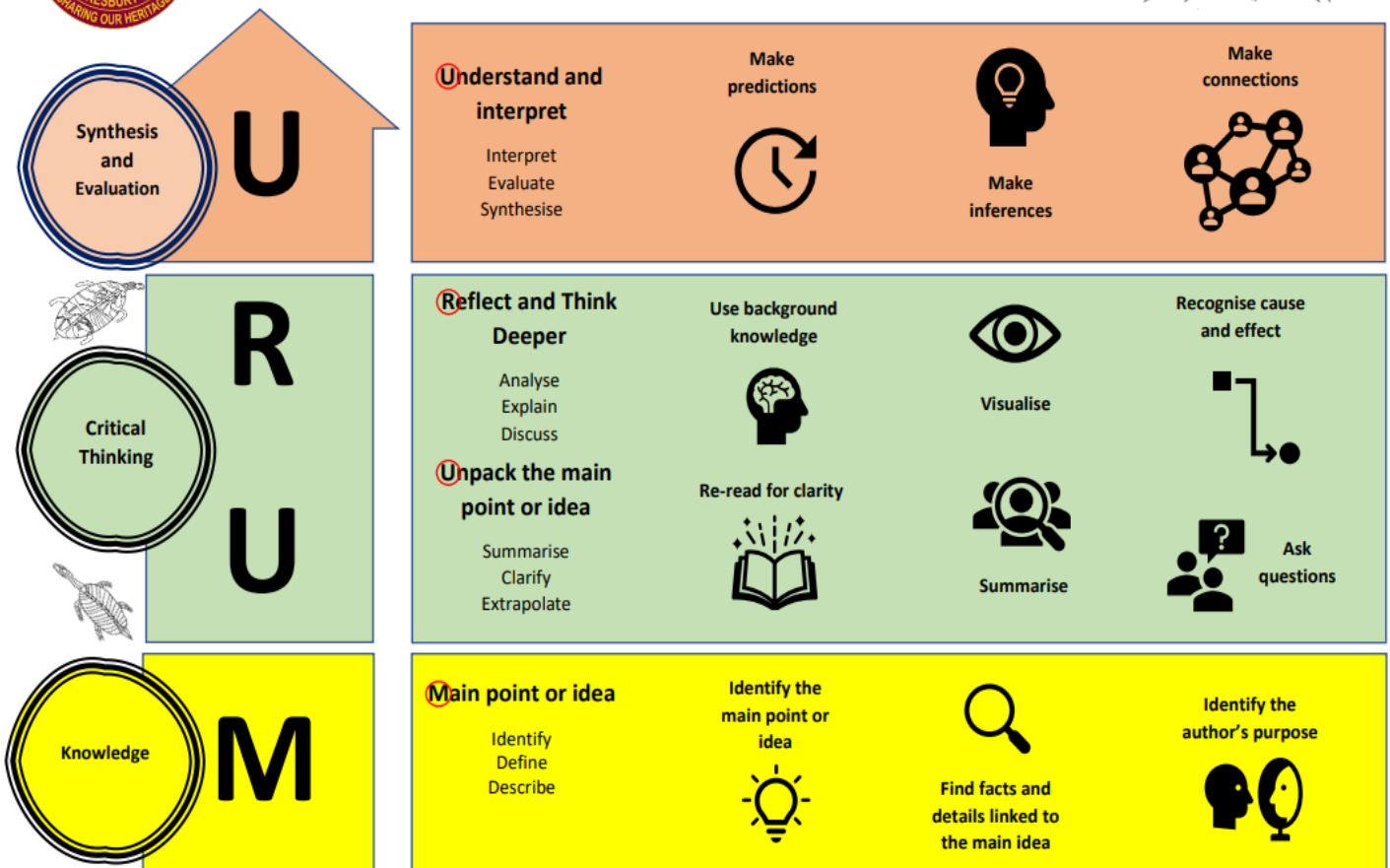
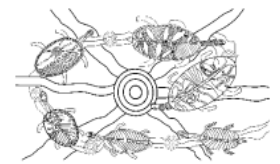
What is Plagiarism?

Plagiarism is when you claim that you have written, created or developed a piece of work that someone else originated. Plagiarism is a form of cheating, it is dishonest and it will negatively impact on your HSC results.

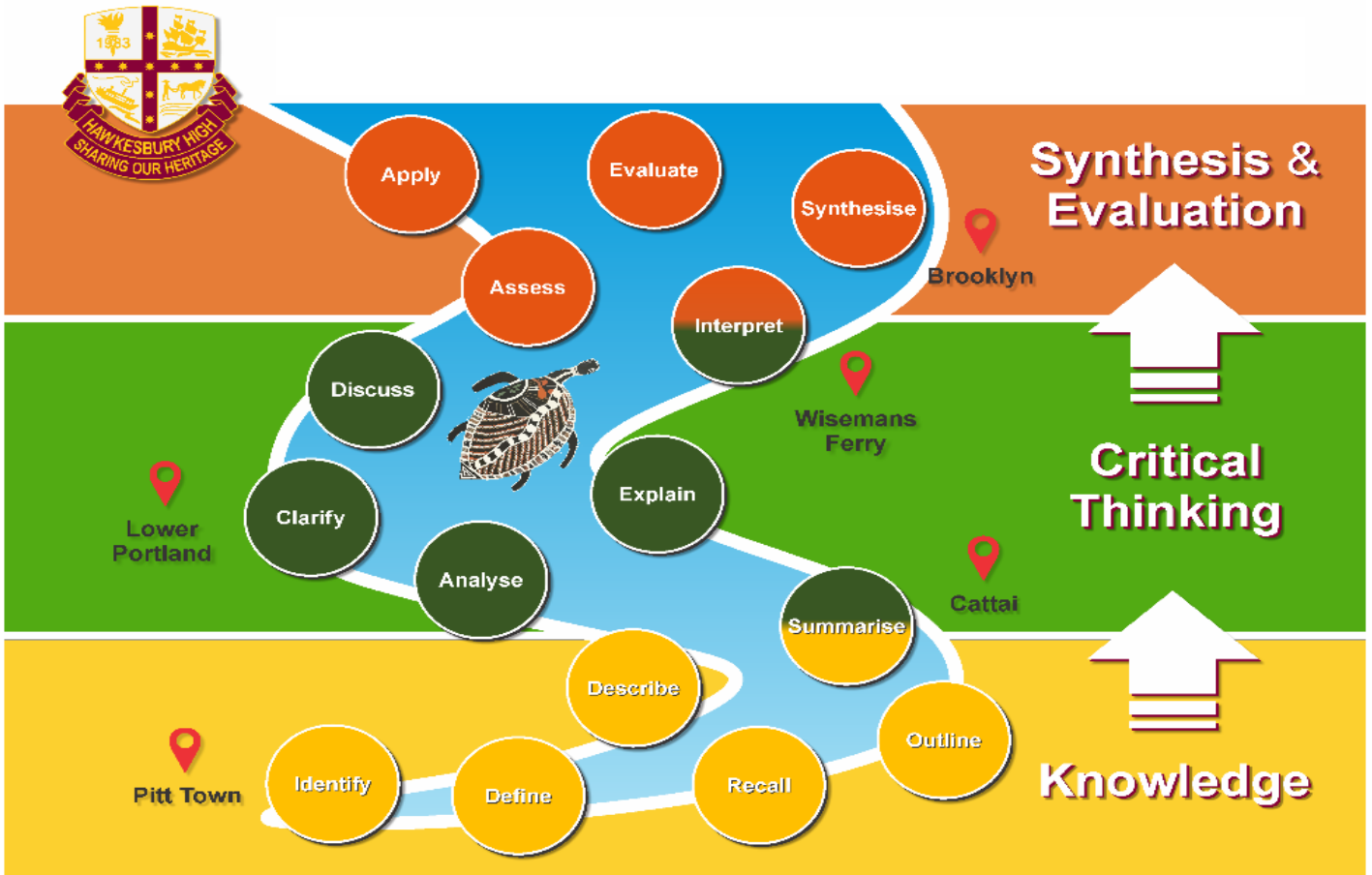
- Q:** Is it plagiarism if I copy someone else's work exactly and claim it as my own?
YES.
- Q:** Is it plagiarism if I change some of the words or sentences in the passage I am copying?
YES – using someone else's thoughts and words without acknowledgement.
- Q:** Is it plagiarism if I memorise a story or essay written by someone else, and then produce all or parts of it in my exam?
YES.
- Q:** Is it plagiarism if someone else proof reads my work and changes my final draft?
NO – it is not plagiarism if someone corrects your spelling or grammar. **However**, if someone makes major changes to the wording of the draft, the final version is no longer your own work.
- Q:** Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source when I hand my work in?
NO – it is legitimate to build on others' ideas provided you don't claim them as your own.
- Q:** Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes and then acknowledge the source in my text and / or bibliography?
NO – you have acknowledged you are presenting someone else's ideas.



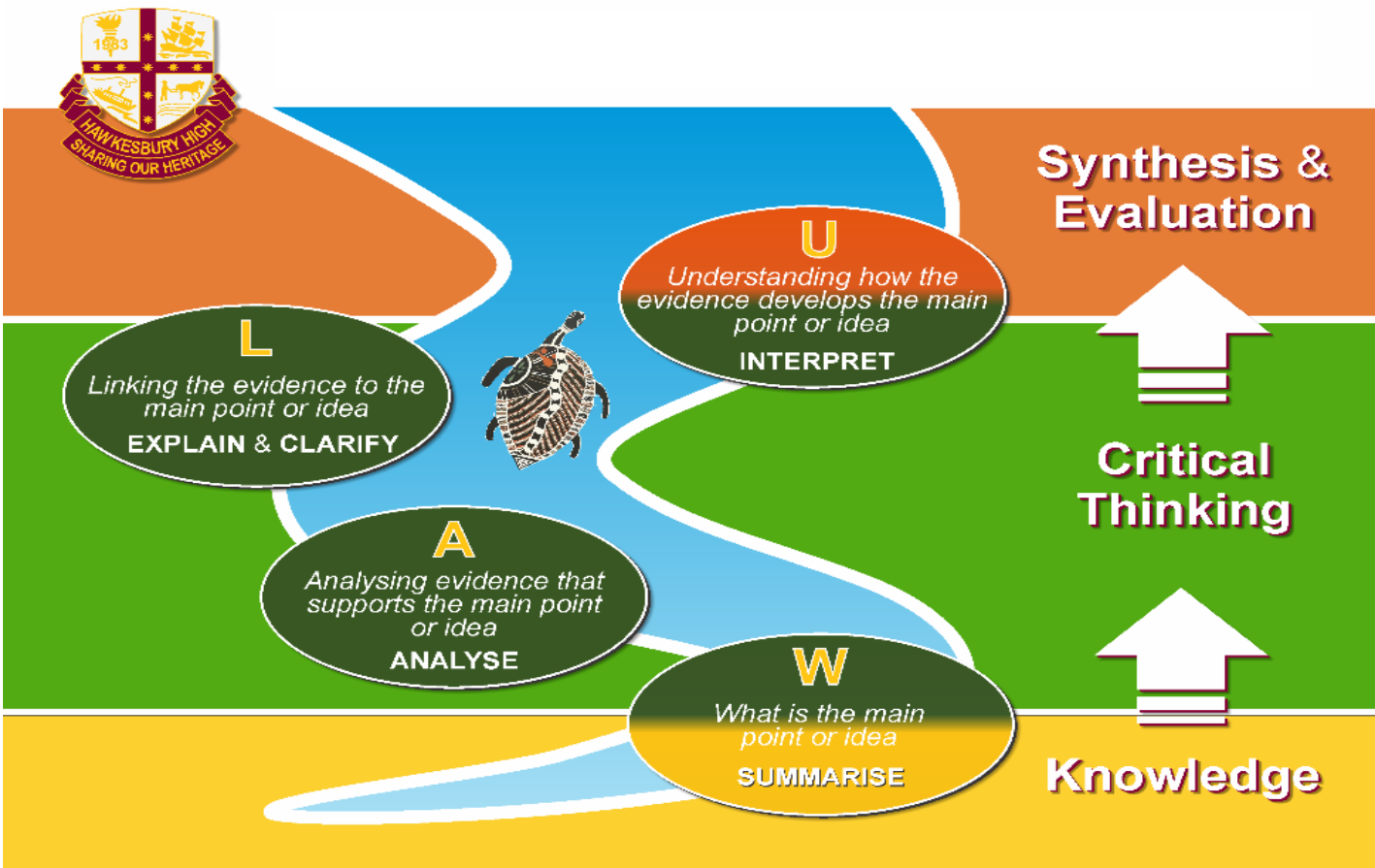
MURU – The Path to Reading Comprehension



The Hawkesbury Learning Journey



W.A.L.U – Critical Thinking Writing Scaffold





WALU Paragraph Writing Scaffold

W

Summarise

What is the main point or idea?

A

Analyse

Analyse evidence that supports the main point or idea

L

Explain

Link the evidence to the main point or idea

U

Interpret

Understanding how the evidence develops the main point or idea



Essay Writing Scaffold

Identify

Define

Describe

Introduction

Summarise

Analyse

Explain

Interpret

Summarise

Analyse

Explain

Interpret

Summarise

Analyse

Explain

Interpret

Body

Synthesise

Evaluate

Conclusion

Getting Organised



- The first step towards success at school is to be organised. Know where you keep your books and equipment and know when school work is due.
- Check your timetable each evening before going to bed and pack your school bag. If you have a system like this, you will never forget your books or equipment.
- Use a calendar to record when classwork is due.
- Use a weekly planner to help you plan your time by allowing you to calculate, at a glance, how much time you have left before something is due. Update it every week.
- Always have separate exercise books for all subjects. You should use headings and subheadings for things you write, and you should always date your work so it's easier to sequence.

Prioritising Your Time and Work

- To prioritise means to make a decision on what is important and what needs to be done first.
- Being organised, knowing when work is due, and knowing how much time you have to do it, will help you set priorities and find time to do things that are urgent and important.
- Make a "To Do" list of the most urgent / important things you have to do.
 - It should not be too long – no more than 5 items at a time.
 - Always complete the item at the top of the list first.
 - It will help you to feel in control and give you a sense of achievement.
 - Important things are not always urgent, but they have to be done. You must find the time to do them.
- Having clear and manageable learning goals, helps you prioritise.
 - Learning goals should be realistic and manageable.
 - Set a long term goal – but also set the small steps that will allow you to get there.
 - Plan on doing the small steps first, and then gradually build up.
 - Knowing where you want to go makes getting there a lot easier.
- School work is very important, but so are the other things you do after school.
 - Find a balance between school and outside interests. It reduces stress and helps keep you on task.
 - Use your weekly planner to help you in this process.



Getting Things Done

- Getting things done can be time-consuming and challenging, but if you are organised and you have your priorities right, it will make your workload easier.
- Bigger tasks should be broken down into smaller parts.
 - Each task should be broken down into smaller, manageable components, and then time should be allocated to each component in your weekly planner.
 - This makes big jobs easier to do and it reduces stress.
 - Make sure that you understand all the steps that have to be completed, and then work on the first step until it is done. Only when you have completed the first step should you move on to the next step.
 - Your study schedule should help you work out how much time you have to complete each step.
- Go over your class notes at home during the time set aside to do homework. Even if your teacher does not set this activity explicitly for homework, you should be doing this regularly at home.
- Making study notes is the process of linking what you have learnt in class to key skills and processes. Once you have your study notes you will find it is much easier to do assessment tasks and prepare for examinations as these always ask you to link knowledge to key skills.
- Ask your teacher for feedback on your progress to see that you are doing the right thing and are on the right track. Give yourself enough time to complete your work so you have time to show your teacher a fairly complete draft several days before the work is due. This will give your teacher time to get back to you and give you time to act on the feedback you get.



A Glossary of Key Words

- Using the glossary will help you understand what is expected in answers to tasks and activities.

Key Word	Definition – What you have to do
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgment about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analyse/evaluation
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details

Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole



Course Name: Integrated English / History

Course outcomes: A student...

- EN4-RVL-01** Uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction.
- EN4-URA-01** Analyses how meaning is created through the use of and response to language forms, features and structures.
- EN4-URB-01** Examines and explains how texts represent ideas, experiences and values.
- EN4-URC-01** Identifies and explains ways of valuing texts and the connections between them.
- EN4-ECA-01** Creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas.
- EN4-ECB-01** Uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts.
- HIS4-1** Applies historical terms and concepts.
- HIS4-2** Explores different contexts, perspectives and interpretations of past societies and personalities.
- HIS4-3** Applies historical skills to analyse sources and sequence events.
- HIS4-4** Demonstrates a range of communication forms and technologies.
- HIS4-5** Applies critical-thinking skills to explore historical narratives and explanations through inquiry and research.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
In the beginning...	Term 1	Identifies film techniques and features and describes how they are used to communicate meaning. Outlines causes and identifies chronology of historical events.	Applies a range of literacy skills which communicate understanding of textual concepts and film techniques. Explains causes, consequences and chronologically sequences historical events.	Communicates interpretively and critically about information, ideas and arguments to compose a written response. Discusses historical sources to form a conclusion, integrates historical terminology and accurately sequences historical events.
Water	Term 2	Summarises historical information to form a conclusion about the past. Describes poetic language forms and techniques and	Discusses historical information and applies interpretation of historical information through a creative medium. Applies knowledge and understanding of poetic language	Explains and justifies use of historical information in a creative medium, evidencing perspectives or interpretations of the past. Evaluates the effectiveness of poetic language forms and

		describes how they are used to communicate meaning.	forms and techniques, by analysing how they are used to communicate meaning.	applies poetic language forms and techniques as a composer to create meaning.
Hero's Journey	Term 3	Undertakes critical-thinking learning activities, evidencing literacy skills and understanding.	Applies critical-thinking skills to learning activities, evidencing sound literacy skills and understanding.	Applies critical-thinking skills and interprets texts, evidencing thorough literacy skills and understanding.
Human (Un)Kind	Term 4	Identifies and recalls dramatic techniques and features in texts. Identifies and recalls varying historical perspectives and defines historical terminology.	Analyses dramatic techniques and features in text for their meaning. Discusses sources, summarises core concepts and uses examples to explore historical perspectives and information, applying sound historical terminology.	Interprets dramatic techniques and assesses their effectiveness to achieve a purpose. Applies core concepts, terminology and understanding to accurately interpret historical sources and perspectives and sources to form well-developed conclusions.



Course Name: Integrated Science / Geography

Course outcomes: A student...

- SC4-1** Identifies questions and problems that can be investigated scientifically.
- SC4-2** Plans, conducts and evaluates scientific investigations.
- SC4-3** Produces creative solutions to identified problems.
- SC4-4** Analyses data from first hand investigations or secondary sources to identify relationships and draw conclusions.
- SC4-5** Presents ideas and information using appropriate scientific terminology.

- GEO4-1** Applies geographic terms and concepts.
- GEO4-2** Explores different scales, interconnections and perspectives at a local and global level.
- GEO4-3** Utilises geographic tools and processes to undertake inquiry and research.
- GEO4-4** Demonstrates a range of communication forms and technologies.
- GEO4-5** Applies critical-thinking skills to explore cause and effect relationships and management responses to a range of geographic issues.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
In the beginning...	Term 1	<p>Identifies and collects data from primary and secondary sources.</p> <p>Communicates scientific information and knowledge.</p> <p>Describes geographical information and outlines map features.</p>	<p>Analyses and collects data from primary and secondary sources.</p> <p>Clearly communicates scientific information and knowledge to an audience.</p> <p>Analyses geographical information and applies mapping skills.</p>	<p>Interprets and collects data from primary and secondary sources.</p> <p>Communicates scientific information and knowledge to an audience with structure and sophistication.</p> <p>Interprets geographic information and evidences sophisticated mapping skills.</p>
Water	Term 2	<p>Plans and conducts a scientific investigation to solve a problem.</p> <p>Outlines accurate scientific information through a written response.</p>	<p>Plans, conducts and explains a scientific investigation to solve a problem, presenting ideas and findings.</p> <p>Undertakes scientific research and uses writing and language skills</p>	<p>Plans, conducts and evaluates a scientific investigation, communicating scientifically to present ideas and findings.</p> <p>Demonstrates an ability to clearly communicate and discuss scientific research through an</p>

		Observes and recalls human experiences across geographic contexts, identifying features and characteristics of different places and people.	to accurately explain scientific information through a written response. Discusses human experiences across geographic contexts, explaining features and characteristics of different places and people, evidencing empathetic understanding.	extended written response, evidencing WALU paragraph structures. Interprets human experiences across geographic contexts, assessing features and characteristics of different places and people, creatively evidencing empathetic understanding.
Hero's Journey	Term 3	Recalls elementary understanding of scientific information and core concepts, including recounting conclusions. Outlines processes, uses and values of places, spaces and environments. Performs safe investigations, with guidance. Describes trends, patterns and draws some conclusions.	Discusses ideas, summarises core concepts and uses examples to support arguments, evidencing sound understanding of scientific information. Investigates processes, uses and values of places, spaces and environments, and presents findings. Plans and performs safe scientific investigations, with minimal guidance. Explains trends, patterns, and relationships to draw scientific conclusions.	Accurately applies knowledge of core terminology and concepts to draw conclusions, evidencing thorough scientific understanding. Proposes uses and values of places, spaces and environments in response to geographic challenges and processes. Synthesises scientific investigations without guidance. Critically evaluates trends, patterns and relationships to draw evidence-based scientific conclusions.
Human (Un)Kind	Term 4	Communicates geographic information through multimodal methods, outlining cause and consequence relationships, and management strategies.	Presents geographic research through multimodal methods, discussing cause and consequence relationships, and management strategies for sustainability.	Presents sophisticated geographic research through multimodal methods, assessing cause and consequence relationships, and recommending management strategies for environmental protection and sustainability.



Course Name: Stage 4 Languages

Course outcomes: A student...

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

Evidence of Learning	Outcomes	Knowledge and Skills		
		Knowledge	Critical Thinking	Judgement and Evaluation
Let's Learn A New Language	ML4-INT-01	Describes and summarises information and ideas in texts. Recalls pronunciation and can mimic pitch and tone of language patterns	Analyses and responds to information and ideas in texts. Clarifies pronunciation and can vary some intonation patterns	Interprets information and ideas in texts and responds to different audiences. Applies pronunciation and can refine intonation patterns
Where Are You From	ML4-UND-01	Identifies main ideas, linguistic variation, and structures within text	Explains main ideas, linguistic variations, and structures within text	Synthesis main ideas, linguistic variations, and structural features within varying texts
The World Around Us	ML4-INT-01 ML4-CRT-01	Recalls language to interact with others. Outlines some linguistic structures to compose texts	Clarifies the use of language to interact with others and exchange information. Applies linguistic structures to compose texts using a range of formats	Interprets ideas and opinions through the use of language whilst interacting with others. Synthesis linguistic structures to compose a range of texts intended for different audiences.



Course Name: Mathematics

Course outcomes: A student...

- MAO-WM-01** Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing, and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.
- MA4-ALG-C-01** Generalises number properties to operate with algebraic expressions including expansion and factorisation.
- MA4-ANG-C-01** Applies angle relationships to solve problems, including those related to transversals on sets of parallel lines.
- MA4-ARE-C-01** Applies knowledge of area and composite area involving triangles, quadrilaterals, and circles 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-FRC-C-01** Represents and operates with fractions, decimals and percentages to solve problems.
- MA4-GEO-C-01** Identifies and applies the properties of triangles and quadrilaterals to solve problems.
- MA4-INT-C-01** Compares, orders and calculates with integers to solve problems.
- MA4-LEN-C-01** Applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems.
- MA4-LIN-C-01** Creates and displays number patterns and finds graphical solutions to problems involving linear relationships.
- MA4-PRO-C-01** Solves problems involving the probabilities of simple chance experiments.
- MA4-RAT-C-01** Solves problems involving ratios and rates, and analyses distance–time graphs.
- MA4-VOL-C-01** Applies knowledge of volume and capacity to solve problems involving right prisms and cylinders.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
Uncertainty - Making predictions in class assignment	Term 1	Complete an experiment and identify sample space. Describe strategies used in a game using the language of chance.	Analyse sample space to calculate relative frequencies and reference them as evidence. Apply appropriate language to effectively communicate reasoning and explain strategies for games.	Synthesise probability concepts to create a biased/complex game and evaluate the fairness of the game. Justify conclusions using lines of reasoning which are concise, logical, and complete
Number relationships Representing numbers. - class test with question bank	Term 2	Write and compare simple fractions, decimals, and percentages. Identify and order positive and negative numbers.	Represent and operate with integers, fractions, decimals, and percentages to solve problems.	Represent and operate with integers, fractions, decimals, and percentages to accurately solve complex problems, giving reasons.
2D Spatial Relations Triangles and Quadrilaterals - in class assignment	Term 3	Identify properties of angles, triangles, and quadrilaterals.	Apply angle relationships and solve problems involving triangles	Synthesise angle relationships and the properties of triangles and quadrilaterals to solve

			and quadrilaterals.	complex problems.
2D Spatial relations Length and area - Class Booklet	Term 4	Describe the perimeter and area of triangles and quadrilaterals.	Calculate the perimeter and area of triangles quadrilaterals and circles.	Apply knowledge of perimeter and area to accurately solve complex unfamiliar problems.



Course Name: Music

Course outcomes: A student...

- 4.1 Performs in a range of musical styles demonstrating an understanding of musical concepts.
- 4.2 Performs music using different forms of notation and different types of technology across a broad range of musical styles.
- 4.3 Performs music demonstrating solo and/or ensemble awareness.
- 4.4 Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing.
- 4.5 Notates compositions using traditional and/or 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.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
Musicology: Sound Design and research	Term 1	Outlines how sound is made by sound sources.	Analyses and explains the effects of design on sound production.	Assesses the impact of instrument design on sound production.
Composition: Creating and experimenting	Term 3	Identifies the elements and skills of composition.	Interprets elements and skills of composition to plan a piece of music.	Applies the elements of composition to create a piece of music.
Performance: Solo and Ensemble	Term 2	Outlines the parameters of performance.	Interprets music through performance practice.	Performs repertoire as a soloist or ensemble member.
Aural: Concepts of Music and Notation	Term 4	Identifies musical notation and the concepts of music.	Clarifies musical notation and concepts in an aural setting.	Applies music theory concepts to short answer responses.



Course outcomes: A student...

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

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
Practical Application – Team Building	Ongoing Term 1	Demonstrates movement skills in a physical activity context. Describes solutions to movement challenges to enhance their health and participation.	Demonstrates movement with competence and creativity within and across various physical activity contexts. Applies solutions to movement challenges to enhance their health and participation.	Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences. Applies and justifies sophisticated solutions to movement challenges to enhance their own and others health and participation in physical activity.
Respectful Relationships	Term 3	Describes strategies and/or skills that assist them to respond positively to challenges and manage situations.	Explains the nature of relationships and the importance of belonging and connecting with others. Explains the need for action in promoting the health, safety and wellbeing for individuals.	Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts. Evaluates skills and strategies to enhance the health and wellbeing of individuals

Change and Transition	Term 2	Presents ideas with course terminology that shows relevance to health concepts.	Forms a judgement, supported with some relevant evidence from health sources, on the impact of individual behaviours on health and wellbeing.	Applies and assesses strategies and skills to respond positively to challenges and effectively manage complex situations.
Practical Application - Dance	Term 3	Demonstrates movement skills in a physical activity context. Describes solutions to movement challenges to enhance their health and participation.	Demonstrates movement with competence and creativity within and across various physical activity contexts. Explains solutions to movement challenges to enhance their health and participation.	Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences. Applies and justifies sophisticated solutions to movement challenges to enhance their own and others health and participation in physical activity.



Course Name: Technology Mandatory

Course outcomes: A student...

- TE4-1DP** Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.
- TE4-2DP** Plans and manages the production of designed solutions.
- TE4-3DP** Selects and safely applies a broad range of tools, materials and processes in the production of quality projects.
- TE4-4DP** Designs algorithms for digital solutions and implements 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.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
Engineered Systems	Ongoing	Outlines force, motion, and energy in engineered systems.	Analysis of how force, motion and energy are used in engineered systems.	Synthesis of information from a range of sources on how force, motion and energy create an engineered system.
Grow and Thrive	Ongoing	Identifies preparation techniques for healthy eating.	Explains how the characteristics of food determine preparation techniques for healthy eating.	Evaluates how the characteristics and properties of food determine preparation techniques for healthy eating.
Mixed Materials Timber	Ongoing	Identifies tools, materials and processes used in designed solutions.	Discusses how the characteristics and properties of tools, materials and processes affect their use in designed solutions.	Evaluates how the characteristics and properties of tools, materials and processes affect their use in designed solutions.
Mixed Materials Textiles	Ongoing	Designs, communicates and describes innovative ideas and solutions to problems.	Designs, communicates and analyses innovative ideas and creative solutions.	Designs, communicates and evaluates innovative ideas and creative solutions.