**Course Description**

In the second semester, through the study of Scripture, students demonstrate an understanding of the Catholic belief in their historical and cultural contexts, and that the Bible is central to the teaching, life and worship of the Church. Students research and explore the concept of sacramentality and the place of Sacraments in the life of the Church. Students will also reflect on the ways that the birth of Jesus is liturgically Celebrated.

**Assessment Information**

Assessment is the systematic collection and analysis of information to improve student learning. The Religious Education assessment program includes a range and balance of assessment categories, techniques and conditions appropriate for the learning area and year level.

Assessment *as learning* enables teachers to assess the skills, abilities, interests, experiences, levels of achievement or difficulties of an individual student or a whole class.

Assessment *for learning* takes place during day to day learning experiences and involves ongoing, informal observations. It informs the student of their own progress and allows teachers to modify and extend the teaching and learning.

Assessment *of learning* assists teachers to use evidence of student learning to assess student achievement against national standards at a particular point in time.

<table>
<thead>
<tr>
<th>Assessment for Learning [Formative Learning]</th>
<th>Assessment of Learning [Summative Learning]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions [oral]</td>
<td>Knowledge of Jesus and his Teachings [multimodal]</td>
</tr>
<tr>
<td>Drama [practical]</td>
<td>Sacraments of Initiation [eg Baptism, Eucharist, Confirmation] [multimodal]</td>
</tr>
<tr>
<td>Liturgical celebrations [practical]</td>
<td></td>
</tr>
<tr>
<td>Participation in lessons [written]</td>
<td></td>
</tr>
<tr>
<td>Reflection writing [written]</td>
<td></td>
</tr>
<tr>
<td>Research [written]</td>
<td></td>
</tr>
<tr>
<td>Singing [practical]</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment of Learning Due Dates</th>
<th>Draft Date</th>
<th>Final Submission Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Jesus and his Teachings</td>
<td>Week 7</td>
<td>Week 8</td>
</tr>
<tr>
<td>Sacraments of Initiation</td>
<td>Week 15</td>
<td>Week 16</td>
</tr>
</tbody>
</table>

The dates provided above are an estimated date only and may change. *Specific due dates and assessment task sheets can be viewed via occ.edmodo.com*
Year 7 Design and Technology: Cooking Assessment Information
Semester Two 2015

Teacher: Ms Chang
Email: teresa.chang@nt.catholic.edu.au

Course Description

In the second semester, students learn basic skills in Food Technology and the relevant terminology associated with the course. Students experience the design process, develop their initial ideas into a final design and maintain a folio explaining the design process. They are introduced to nutritional information of products, food ingredients, RDI's and cooking methods with producing their own individual product. During the production process emphasis is placed on the Workplace Health and Safety of working in a practical space and as a member in a small practical group in the class.

Assessment Information

Assessment is the systematic collection and analysis of information to improve student learning. The Design and Technology: Cooking assessment program includes a range and balance of assessment categories, techniques and conditions appropriate for the learning area and year level.

Assessment as learning enables teachers to assess the skills, abilities, interests, experiences, levels of achievement or difficulties of an individual student or a whole class.

Assessment for learning takes place during day to day learning experiences and involves ongoing, informal observations. It informs the student of their own progress and allows teachers to modify and extend the teaching and learning.

Assessment of learning assists teachers to use evidence of student learning to assess student achievement against national standards at a particular point in time.

<table>
<thead>
<tr>
<th>Folio Tasks</th>
<th>Assessment of Learning [Formative Learning]</th>
<th>Assessment of Learning [Summative Learning]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Health and Safety</td>
<td>Folio</td>
<td>Folio</td>
</tr>
<tr>
<td>Practical Cooking</td>
<td>[written]</td>
<td>Design and Evaluation of Product</td>
</tr>
<tr>
<td></td>
<td>[practical]</td>
<td>[written]</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Assessment of Learning Due Dates</th>
<th>Draft Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Folio Design and Evaluation of Product</td>
<td>NA</td>
<td>Week15</td>
</tr>
<tr>
<td></td>
<td>NA</td>
<td>Week15</td>
</tr>
</tbody>
</table>

The dates provided above are an estimated date only and may change. Specific due dates and assessment task sheets can be viewed via occ.edmodo.com
Course Description

In the second semester, students discover the diverse range of styles that are covered in Drama and gain confidence in their abilities. They obtain experience in improvisation, the rehearsal process and performance. In Term Three students study Dreamtime stories; exploring the culture surrounding this important component of Indigenous Australian history. Students will be required to understand the purpose and structure of a Dreamtime story. In Term Four students study Commedia dell 'arte an Italian Theatre style which was developed during the Renaissance. Students become familiar with the ‘stock characters’ of Commedia and perform as their chosen character in an improvised scene.

Assessment Information

Assessment is the systematic collection and analysis of information to improve student learning. The Drama assessment program includes a range and balance of assessment categories, techniques and conditions appropriate for the learning area and year level.

Assessment as learning enables teachers to assess the skills, abilities, interests, experiences, levels of achievement or difficulties of an individual student or a whole class.

Assessment for learning takes place during day to day learning experiences and involves ongoing, informal observations. It informs the student of their own progress and allows teachers to modify and extend the teaching and learning.

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<thead>
<tr>
<th>Assessment for Learning [Formative Learning]</th>
<th>Assessment of Learning [Summative Learning]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio Tasks:</td>
<td>Folio</td>
</tr>
<tr>
<td>• Indigenous Australian Dreamtime Stories Quiz [written]</td>
<td>Performance[s] [written / performance]</td>
</tr>
<tr>
<td>• ‘Stock Characters’ of Commedia Quiz [written]</td>
<td>Performance [performance]</td>
</tr>
<tr>
<td>Rehearsals [performance]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment of Learning Due Dates</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>NA</td>
<td>Week 18</td>
</tr>
<tr>
<td>Dreamtime Story Performance</td>
<td>Week 6</td>
<td>Week 9</td>
</tr>
<tr>
<td>Commedia scene Performance</td>
<td>Week 15</td>
<td>Week 18</td>
</tr>
</tbody>
</table>

The dates provided above are an estimated date only and may change. Specific due dates and assessment task sheets can be viewed via occ.edmodo.com
Year 7 Humanities Assessment Information
Semester Two 2015

Teacher:
Ms Lahy
Miss Markowski
Mr Katsanos
Miss Mitchell

Email:
anne.lahy@nt.catholic.edu.au
kaleena.markowski@nt.catholic.edu.au
andy.katsanos@nt.catholic.edu.au
rachel.mitchell@nt.catholic.edu.au

PC:
7.1
7.2, 7.6
7.3
7.4, 7.5

Course Description

In the second semester, students focus on developing their critical literacy skills and promoting Information Technology literacy. Students research and locate relevant information, read and comprehend texts for purposes and critically evaluate resources used. They complete a unit on debating where they develop their use of persuasive skills in a group environment. They are given the opportunity to use technology in response to their learning whilst they develop a thorough understanding of poetic devices and are taught how to confidently capture the mood of a poem. Students explore the theme of survival and investigate reasons why people live the way they do.

Assessment Information

Assessment is the systematic collection and analysis of information to improve student learning. The Humanities assessment program includes a range and balance of assessment categories, techniques and conditions appropriate for the learning area and year level.

Assessment as learning enables teachers to assess the skills, abilities, interests, experiences, levels of achievement or difficulties of an individual student or a whole class.

Assessment for learning takes place during day to day learning experiences and involves ongoing, informal observations. It informs the student of their own progress and allows teachers to modify and extend the teaching and learning.

Assessment of learning assists teachers to use evidence of student learning to assess student achievement against national standards at a particular point in time.

Assessment of Learning [Summative Learning]

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Draft Date</th>
<th>Final Submission Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debating</td>
<td>NA</td>
<td>Week 6</td>
</tr>
<tr>
<td>Digital Poem</td>
<td>Week 8</td>
<td>Week 9</td>
</tr>
<tr>
<td>Geography Survival Response</td>
<td>Week 13</td>
<td>Week 14</td>
</tr>
<tr>
<td>Comparative Essay</td>
<td>Week 15</td>
<td>Week 16</td>
</tr>
</tbody>
</table>

The dates provided above are an estimated date only and may change. Specific due dates and assessment task sheets can be viewed via occ.edmodo.com
Course Description

In the second semester, students identify key words and well known phrases in Indonesian. They share information and opinions about topics using vocabulary related to their personal worlds, including personal details, family, pets, friends, and places. They practice and communicate in Indonesian relying on contextual support and knowledge of first language texts. Students use simple base words and verbs to form sentences and well known phrases.

Assessment Information

Assessment is the systematic collection and analysis of information to improve student learning. The Indonesian assessment program includes a range and balance of assessment categories, techniques and conditions appropriate for the learning area and year level.

Assessment as learning enables teachers to assess the skills, abilities, interests, experiences, levels of achievement or difficulties of an individual student or a whole class.

Assessment for learning takes place during day to day learning experiences and involves ongoing, informal observations. It informs the student of their own progress and allows teachers to modify and extend the teaching and learning.

Assessment of learning assists teachers to use evidence of student learning to assess student achievement against national standards at a particular point in time.

Assessment for Learning [Formative Learning]  |  Assessment of Learning [Summative Learning]
---|---
Translation exercise worksheets | Oral expression [oral]
Pairs oral presentation | Vocabulary comprehension [written]
 | Written test [written]

Assessment of Learning Due Dates

<table>
<thead>
<tr>
<th></th>
<th>Draft Date</th>
<th>Final Submission Date</th>
</tr>
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<tbody>
<tr>
<td>Oral expression</td>
<td>NA</td>
<td>Weeks 2 – 7 and Weeks 12-17</td>
</tr>
<tr>
<td>Vocabulary comprehension</td>
<td>NA</td>
<td>Week 5</td>
</tr>
<tr>
<td>Written test</td>
<td>NA</td>
<td>Week 15</td>
</tr>
</tbody>
</table>

The dates provided above are an estimated date only and may change. Specific due dates and assessment task sheets can be viewed via occ.edmodo.com
Course Description

In the second semester, students continue to develop their musical theory elements. They broaden their practical musicianship skills and participate in their class band. Students study more of the early musical history and the instruments of the orchestra.

Assessment Information

Assessment is the systematic collection and analysis of information to improve student learning. The Music assessment program includes a range and balance of assessment categories, techniques and conditions appropriate for the learning area and year level.

Assessment as learning enables teachers to assess the skills, abilities, interests, experiences, levels of achievement or difficulties of an individual student or a whole class.

Assessment for learning takes place during day to day learning experiences and involves ongoing, informal observations. It informs the student of their own progress and allows teachers to modify and extend the teaching and learning.

Assessment of learning assists teachers to use evidence of student learning to assess student achievement against national standards at a particular point in time.

Assessment for Learning [Formative Learning] | Assessment of Learning [Summative Learning]
--- | ---
Journal Tasks:  
• History Research Assignment [written]  
• Listening Skills Exercises [aural/practical]  
• Musical Elements Worksheets / Booklet [written/oral]  
Performance [performance]

Assessment of Learning Due Dates

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</thead>
<tbody>
<tr>
<td>Journal</td>
<td>NA</td>
<td>Week 17</td>
</tr>
<tr>
<td>Performance</td>
<td>NA</td>
<td>Week 17</td>
</tr>
</tbody>
</table>

The dates provided above are an estimated date only and may change. Specific due dates and assessment task sheets can be viewed via occ.edmodo.com
Year 7 Science Assessment Information
Semester Two 2015

Teacher:  
Mr Nguyen  
Miss Hives  

Email:  
thai.nguyen@nt.catholic.edu.au  
cathy.hives@nt.catholic.edu.au  

PC:  
7.1, 7.5, 7.6  
7.2, 7.5, 7.6  

Course Description

In the second semester, students explore the relationships between the Earth, Moon and Sun and explain how these affect phenomenon on Earth such as the seasons, tides, day and night and eclipses. Students learn about different types of forces and conduct a practical investigation of the forces involved in toys. They continue to develop scientific inquiry skills through practical investigations and reflect on the ways that science helps humans to understand and influence the world around them. Students improve their scientific literacy skills, through practical report writing and the interpretation of data collected through experiments and research, building a strong foundation for further study in Science.

Assessment Information

Assessment is the systematic collection and analysis of information to improve student learning. The Science assessment program includes a range and balance of assessment categories, techniques and conditions appropriate for the learning area and year level.

Assessment as learning enables teachers to assess the skills, abilities, interests, experiences, levels of achievement or difficulties of an individual student or a whole class.

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Assessment for Learning [Formative Learning]  
Pre-space Quiz  
Physics Quiz  

Assessment of Learning [Summative Learning]  
Resources Assignment  
Earth, Moon and Sun Quiz  
Friction Block Practical  
Design a Toy assignment

Assessment of Learning Due Dates

<table>
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<th>Assessment of Learning</th>
<th>Draft Date</th>
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</thead>
<tbody>
<tr>
<td>Resources assignment</td>
<td>Week 5</td>
<td>Week 6</td>
</tr>
<tr>
<td>Earth, Moon and Sun Quiz</td>
<td>NA</td>
<td>Week 9</td>
</tr>
<tr>
<td>Friction Block Practical</td>
<td>NA</td>
<td>Week 13</td>
</tr>
<tr>
<td>Design a Toy assignment</td>
<td>Week 15</td>
<td>Week 16</td>
</tr>
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The dates provided above are an estimated date only and may change. Specific due dates and assessment task sheets can be viewed via occ.edmodo.com
Year 7 Visual Art Assessment Information
Semester Two 2015

Teacher:
Ms Beasley
Ms Lahy

Email:
dawn.beasley@nt.catholic.edu.au
anne.lahy@nt.catholic.edu.au

Course Description

In the second semester, students develop their visual literacy skills through the exploration of a range of tonal media. Working from observational starting points students experiment with creating the illusion of form and texture in their work through the careful copying of shadows and highlights. The development of drawing, shading and painting skills is furthered through the exploration of the art elements and principles. Students document their research, investigation, experimentation and development of their ideas from the initial starting point through to final realisation in their visual diaries.

Assessment Information

Assessment is the systematic collection and analysis of information to improve student learning. The Visual Art assessment program includes a range and balance of assessment categories, techniques and conditions appropriate for the learning area and year level.

Assessment as learning enables teachers to assess the skills, abilities, interests, experiences, levels of achievement or difficulties of an individual student or a whole class. Assessment for learning takes place during day to day learning experiences and involves ongoing, informal observations. It informs the student of their own progress and allows teachers to modify and extend the teaching and learning. Assessment of learning assists teachers to use evidence of student learning to assess student achievement against national standards at a particular point in time.

Assessment for Learning [Formative Learning] | Assessment of Learning [Summative Learning]
---|---
Folio Tasks:  
• Research [practical]  
• Ideas [practical]  
• Development [practical]  
• Realisation [practical]  
• Evaluation [written]
Folio Resolved Works [practical]  

Assessment of Learning Due Dates | Draft Date | Final Submission Date
---|---|---
Folio Resolved Works | NA | Week 17
NA | Week 17

The dates provided above are an estimated date only and may change. Specific due dates and assessment task sheets can be viewed via occ.edmodo.com