



YEAR 7 2017
CURRICULUM AND ASSESSMENT
INFORMATION BOOKLET

INFORMATION FOR PARENTS AND STUDENTS

Young women
of integrity
and purpose

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CURRICULUM YEAR 7

Stage 4 - Years 7 and 8 (2017-2018)

The PLC Curriculum in Years 7 and 8 follows the NSW Education Standards Authority (NESA) requirements.

Year 7 students will study:

Subject	P/cycle	Subject	P/cycle
English	9	Design and Technology	6
Mathematics	9	Music	6
Science	9	PDHPE	4
Geography	7	Christian Studies	2
French or Chinese	6		
			Total 58

The following year in Year 8 the program will be similar. The difference will be that students will also study History and Visual Arts and will be required to study an additional language. They may choose French, Chinese Continuers, Japanese, Latin or Italian. They will not study Music or Geography in Year 8.

Stage 5 Years 9 and 10 (2019-2020)

During 2018 students will choose 3 elective subjects to complete their program of study for the RoSA (Record of School Achievement) in Years 9 and 10. In Years 9 and 10 all PLC students study the Core subjects and **3 elective subjects**. The elective subjects are categorised as shown in the table below:

	NESA Courses	Cambridge (CIE) Courses	PLC Sydney Courses
Subjects	Chinese* French Italian Japanese Latin <i>(Students should have studied these languages in Year 8 if they wish to study them in Years 9 and 10)</i> <i>*This course is not directed at Background Speakers.</i>	Cambridge History Cambridge Physics/Chemistry	Philosophy and Belief
	Design and Technology Textiles Technology	Computer Science	Vivid Text
	Drama Music Visual Arts	Global Perspectives	
	Commerce History Elective Geography Elective	Physical Science	
	Physical Activity and Sports Studies		

ASSESSMENT 2017

At PLC we follow an outcomes – based approach to assessment and reporting, which is the direction recommended by the NSW Education Standards Authority.

In an outcomes-based assessment/reporting framework:

- Syllabuses define Learning Outcomes - giving focus to **teaching** programs.
- Outcomes articulate what students are expected to have achieved at the end of a teaching program - giving focus to student **learning**.
- Assessment Tasks are designed to measure **student achievement** of the Outcomes.
- Student achievement is reported in terms of the expected Outcomes.

Standards (Level of Achievement)

- Students demonstrate achievement of Outcomes at various levels (Standards).
- Describing these Standards assists student learning and gives greater meaning to reporting.

PLC COURSE OUTCOMES

Each NSW Education Standards Authority Syllabus defines Learning Outcomes. Schools use these when designing their own Teaching/Assessment programs. Listed in this booklet are the Outcomes for each Year 7 course on which students will be assessed for reporting purposes during 2017.

PLC Levels of Achievement

The following levels of achievement are applied to describe student achievement:

Excellent Marks (85% - 100%)

- Demonstrates thorough knowledge and understanding with excellent application of skills and processes in both familiar and new situations

High Marks (70% - 84%)

- Demonstrates good knowledge and understanding with substantial application of skills and processes in most familiar and some new situations

Satisfactory Marks (55% - 69%)

- Demonstrates sound knowledge and understanding with some ability to apply skills and processes

Fundamental Marks (40% - 54%)

- Demonstrates basic knowledge and understanding with limited ability to apply skills and processes

Elementary Marks (below 40%)

- Demonstrates elementary knowledge and understanding in few areas of content with very limited ability to apply skills and processes

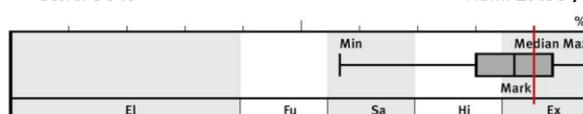
Performance relative to the cohort is reported in the following ways:

- **Task Feedback on the portal includes:**
 - Rank in task e.g. 27/112
 - A Box and Whisker Graph e.g.

Box & Whisker Graph

Score: **90%**

Mark: **27.00 / 30.00**



- The Annual Report includes the number/cohort achieving each standard e.g.

Number/Cohort: Ex: 23/112 Hi: 52/112 Sa: 26/112 Fu: 9/112 El: 2/112

YEAR 7 ASSESSMENT AND REPORTING 2017

Assessment Tasks:

- Each course will schedule and administer a variety of assessment tasks throughout the academic year.
- The tasks are designed to assess student achievement for specific learning outcomes and contribute to the course mark which is reported in the annual academic report.
- Each task will be “weighted” according to significance. The Semester 2 Examinations and tasks in Semester 2 will have a greater weighting than Semester 1 tasks.
- There will be formal Semester 1 Examinations for English, Mathematics and Science.

Task Notification:

- Assessment schedules will be published on the Assessment Calendar via the Portal to enable access by both students and parents.
- The details of each task, including the weighting, will be able to be viewed on the Portal. The formal Task Notification will be attached. It is very important to read the Task Notification.
- The Task Notification will provide essential information including:
 - Task outline and structure
 - Outcomes to be assessed
 - Any required preparation
 - Submission details if applicable
- On occasion, classes may sit/submit tasks during their scheduled lessons. In such cases, the date published on the Portal will be the earliest date. All specific times will be included in the formal Task Notification.
- The Task Notification will be available at least 2 weeks prior to the scheduled time of the assessment task.

Task Feedback:

- Task feedback will be published, generally within 3 term weeks, via the Portal to enable access by both students and parents.
- The task feedback will include:
 - Raw marks and rank.
 - Cohort feedback which includes examiners’ comments outlining strengths and weaknesses with a focus on how to improve future performance.
 - A ‘box and whisker’ graph which indicates student performance relative to both the cohort and the PLC Levels of Achievement (A → E).
- The task feedback is designed to:
 - Inform more fully the level of individual and cohort performance.
 - Enhance transparency for students and parents.
 - Provide specifics to enable rational, reflective discussions.
 - Augment the development of our students as reflective learners.
 - Boost future assessment performance.

Semester 1 Summary Academic Reports:

- Semester 1 Reports will include:
 - A compilation of task results (% Mark and Level of Achievement) for all courses.
 - A list of Co-curricular Activities undertaken.
 - The Head of Year’s Comment.
- The Semester 1 Report will be published to the Portal as a pdf file before the end of Term 2. The file is downloadable and can be easily printed.
- If you are unable to access the Portal and wish to have a printed copy of your daughter’s Semester 1 Report sent to you, please contact the Curriculum office on 9704 5674.

Annual Academic Reports:

- Annual Academic Reports will include:
 - A Course Mark, Level of Achievement, Learning Attitudes and Teacher Comment for each course.
 - A list of Co-curricular Activities undertaken.
 - The Head of Year's Comment and overall Position in Year.
- The Annual Academic Report will be published to the Portal as a pdf file before Speech Day.
- If you are unable to access the Portal and wish to have a printed copy of your daughter's Annual Academic Report sent to you, please contact the Curriculum office on 9704 5674.

"Mapped" marks

- After an examination students will receive a "raw" mark which they need to check and confirm on the portal. Generally, this raw mark will contribute to the course mark which is reported in the annual academic report.
- The Head of Faculty (in consultation with the Head Teacher Curriculum) will then decide if the range of marks for the whole group appropriately reflects the "standards" we have set. If necessary, raw marks will then be statistically adjusted to ensure that marks appropriately reflect the standard.
- The purpose of the mapping is to ensure consistency of understanding of what the marks mean in terms of student performance.

Illness and Misadventure for Assessment Tasks

There may be times during the year when illness or some other circumstance (classified as a misadventure) prevents a student from sitting or submitting a completed task on the due date. If this does occur, the following steps should be followed:

If a student is absent on the day of a task, a parent or guardian should notify the Head of Faculty, Head Teacher Curriculum or Head of Year; in addition to the normal absentee process.

- Students should provide a parental note to their teacher when they return to school.
- Students should be prepared to sit the task on their return to school, without further notice. The general rule is: If a student is well enough to be at school, they are considered well enough to sit an assessment task.
- If the task is to be submitted, students should submit the task (even if incomplete) on the due date (digitally if absent from school).

It is important, wherever possible, for students to sit/submit assessment tasks because it:

- Provides an indication of academic progress.
- Enables students to reflect on performance in conjunction with constructive feedback and respond in a way to improve future performance.
- Assists students to cultivate a pragmatic approach toward assessment tasks.
- Empowers students through the self-management of their learning and the development of resilience.

Student Performance

Student performance in assessment tasks may vary for a multitude of reasons throughout the year. This is to be expected. Some tasks may suit the specific attributes of a student more than others and levels of preparation may be a contributing factor. There may be no apparent reason for a student underperforming in one task (i.e. a student may just have a 'bad day at the office'). If this does occur, it is not cause for over concern.

For all tasks, we encourage students to reflect on their performance in conjunction with the task feedback and analyse areas of strength and/or weakness. As a part of this process, students should complete the Task Reflection on the Portal when they confirm their task result. Students should then work, with their teachers, to address areas of need and continue to strive for improvement.

CHRISTIAN STUDIES

Course Outline:		Assessment Outcomes:	
Terms 1-3	God's Big Story: The Bible as the key text for Christian belief Bible overview, using <i>The Story of God's Love for You</i>	Students will be assessed on their ability to: <ul style="list-style-type: none"> gain an overview of the big story of the Bible understand the key themes of the Bible narrative articulate their own ideas and opinions respectfully 	
Term 4	Christianity in Action: Building peaceful relationships, using <i>PeaceWise Kids</i> resources		
Assessment Tasks:			
No.	Task Description	Outcomes Assessed	Weighting (%)
1	Semester 2 Examination	All	100

DESIGN AND TECHNOLOGY

Course Outline:		Assessment Outcomes:	
Year 7 will complete 3 design projects throughout the year. Within each area products will be designed to meet a specific design brief. A portfolio will be used to document the processes involved such as research and investigation, idea development, planning, production and evaluation of the designs.		Students will be assessed on their ability to:	
Unit 1 Weeks 1A-14B	Interior Design A study of Marc Newson and Marcel Wanders designs will be used as inspiration for designing the interior space. Skills will be developed in drawing, designing and styling of interior spaces using Google SketchUp. A wall feature and product packaging design will be developed and created. Design teams will collaboratively produce and package a flavour to be sold at the gelato bar.	<ul style="list-style-type: none"> demonstrate research skills communicate creative and innovative design ideas manage resources and time to produce a quality design project display competence in using equipment and techniques to produce a quality design project evaluate design ideas and justify decisions throughout the design process select and use computer applications to enhance the development of a design project 	
Unit 2 Weeks 16B-10B	Fashion Design A study of the fashion designers Peter Alexander and Collette Dinnigan is used as inspiration for the designing, decoration and construction of a pyjama set. Skills will be developed in pattern making, cutting, basic construction and decorative techniques. Graphic design skills will be applied to develop product marketing strategies.		
Unit 3 Weeks 11A-19A	Promotional Design A study of the designers Dinosaur designs and Karim Rashid will be used as inspiration to design the graphic work to launch the company. Skills will be developed in using digital media to collaboratively design and produce promotional materials. Plastic manufacturing skills including cutting, moulding and shaping are applied to create a jewellery item and laser cut jewellery holder.		
Assessment Tasks:			
No.	Task Description	NESA Syllabus Outcomes Assessed	Weighting (%)
1	Inspiration Task Designer research task	4.1.3, 4.2.1, 4.2.2, 4.6.1	5
2	Design Project One Interior design-Fashion design-Promotional design	4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.5.1, 4.5.2	40

Assessment Tasks:			
No.	Task Description	NESA Syllabus Outcomes Assessed	Weighting (%)
3	Inspiration Task Designer research task	4.1.3, 4.2.1, 4.2.2, 4.6.1	15
4	Design Project Two Interior design-Fashion design-Promotional design	4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.5.1, 4.5.2	40

ENGLISH

Course Outline:		Assessment Outcomes:	
Term 1	<p>Poetry: This unit focuses on the close analysis of poetic form and feature from different countries and times. Students will examine an array of poems and engage both critically and creatively (The Walker Book of Classic Poetry).</p> <p>Short Stories: This unit explores reading and writing of SS genre (PLC Reader).</p>	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> respond to and compose texts for understanding, interpretation, critical analysis, imaginative expression and pleasure effectively use a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies use and describe language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts make effective language choices to creatively shape meaning with accuracy, clarity and coherence think imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts identify and explain connections between and among texts demonstrate understanding of how texts can express aspects of their broadening world and their relationships within it identify, consider and appreciate cultural expression in texts use, reflect on and assess their individual and collaborative skills for learning 	
Term 2	<p>Shakespeare: Midsummer Night's Dream</p> <p>Students will explore the context Shakespeare's world and a variety of Shakespearian textual extracts from Midsummer Night's Dream. Text types practised: essay (Midsummer Night's Dream).</p>		
Term 3	<p>Contemporary Literature : Other Places, Other Times</p> <p>Students will explore a variety of contemporary historical fiction. Students will investigate the context and construction of fiction depicting another time and place (I, Coriander-Sally Gardner, Nanberry - Jackie French, The Midwife's Apprentice - Karen Cusham, Runner- Robert Newton, The Silver Sword- Ian Serraillier).</p>		
Term 4	<p>Non Fiction: Indigenous People who make a Difference</p> <p>Students explore a range of non-fiction texts and digital texts primarily based on the theme of heroes with a focus on Indigenous sporting, academic and business people who make a difference.</p> <p>Classic Literature: A Christmas Carol</p> <p>This unit is a close study of a classic novel. Text types practised: traditional tales, fiction for young adults and children including picture books (A Christmas Carol).</p>		
Assessment Tasks:			
No.	Task Description	NESA Syllabus Outcomes Assessed	Weighting (%)
1	Speaking Task	4B, 5C, 6C, 7D	15
2	Semester 1 Examination	1A, 3B, 4B, 5C, 7D, 8D	20
3	Writing Portfolio	1A, 2A, 3B, 4B, 5C, 7D, 8D	35
4	Semester 2 Examination	2A, 3B, 4B, 5C, 6C, 7D, 8D, 9E	30

GEOGRAPHY

Course Outline:		Assessment Outcomes:	
Term 1	Water and the World and geography tools	Students will be assessed on their ability to: GE 4.1 locate and describe the diverse features and characteristics of a range of places and environments GE 4.2 describe processes and influences that form and transform places and environments GE 4.3 explain how interactions and connections between people, places and environments result in change GE 4.4 examine the perspectives of people and organisations on a range of geographical issues GE 4.5 discuss management of places and environments for their sustainability GE 4.6 explain differences in human well-being GE 4.7 acquire and process geographical information by selecting and using geographical tools for inquiry GE 4.8 communicate geographical information using a variety of strategies	
Term 2	Landscapes and landforms		
Term 3	Interconnections		
Term 4	Place and Liveability		
Assessment Tasks:			
No.	Task Description	NESA Syllabus Outcomes Assessed	Weighting (%)
1	Class test - Water in the World	GE4.1, GE 4.2, GE4.4, GE 4.5, GE 4.7, GE 4.8	30
2	Research Task - Geomorphic Hazard Radio Report	GE4.1, GE 4.2, GE 4.4, GE 4.5, GE 4.7, GE4.8	30
3	Semester 2 Examination	GE4.1, GE 4.2, GE4.3, GE4.4, GE 4.5, GE4.6, GE4.7	40

LANGUAGES

Chinese

Course Outline:			Assessment Outcomes:	
Term 1	Unit 1 Unit 2 Unit 3 Culture 1	Learning about China, pinyin, the rules of writing Chinese characters Greetings, introducing self and others Learning numbers, mathematical expressions Chinese New Year, addressing others, lucky and unlucky numbers	Students will be assessed on their ability to: <ul style="list-style-type: none"> comprehend spoken language which has been practised in class comprehend written texts containing familiar language write sentences using correct structures respond orally to set phrases and simple questions 	
Term 2	Unit 4 Unit 5 Unit 6 Culture 2	Talking about self and others Identifying objects Identifying and describing one's family Addressing family members, Chinese age, Early Chinese Inventions		
Term 3	Unit 7 Unit 8 Unit 9 Culture 3	Talking about pets Nationalities and languages Talking about one's likes and dislikes Chinese Zodiac, traditional activities		
Term 4	Unit 10 Unit 11 Culture 4	Describing a person's appearance and personality Food & drinks, expressing one's abilities, discussing foods & drinks Chinese schools and foods		
Assessment Tasks:				
No.	Task Description		NESA Syllabus Outcomes Assessed	Weighting (%)
1	Listening		4.UL.1	10
2	Speaking		4.UL.3	10
3	Reading and Writing skills		4.UL.2, 4.UL.4	30
4	Semester 2 Examination - Listening, Speaking, Reading and Writing skills		4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4	50

French

Course Outline:		Assessment Outcomes:	
Term 1	Unit 1 Greetings, introducing self and others Unit 2 Communication in the classroom Unit 3 Talking about self and others Unité de culture 1 - French in the world Unit 4 Numbers, days, dates and celebrations	Students will be assessed on their ability to: <ul style="list-style-type: none"> comprehend spoken language which has been practised in class comprehend written texts containing familiar language write sentences using correct structures respond orally to set phrases and simple questions demonstrate awareness of the French-speaking world 	
Term 2	Unit 4 Continued Unit 5 Telling the time, addresses and phone numbers Unit 6 Talking about pets Unité de culture 2 - France and Europe		
Term 3	Unit 7 Identifying and describing family members Unit 8 Describing a person's appearance, clothing and personality		
Term 4	Unit 9 Discussing food and drink, expressing likes and dislikes, French cuisine Noël Celebrating Christmas in France		
Assessment Tasks:			
No.	Task Description	NESA Syllabus Outcomes Assessed	Weighting (%)
1	Listening and Speaking skills	4.UL.1, 4.UL.3	25
2	Reading and Writing skills	4.UL.2, 4.UL.4	25
3	Semester 2 Examination - Listening, Speaking, Reading and Writing skills	4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4	50

MATHEMATICS

Course Outline:		Assessment Outcomes:	
Term 1	Review of Number Indices Angle Relationships Computation with Integers	Students will be assessed on their ability to: <ul style="list-style-type: none"> recognise the properties of whole numbers and perform operations with positive integers understand and use indices describe, classify and measure angles and make use of the relationships between special angles understand and use integers display proficiency in the use of a scientific calculator convert between fractions, decimals and percentages simplify, expand and substitute into algebraic expressions understand and use decimals estimate and calculate the perimeter and circumference of figures understand and use fractions classify, construct and determine the properties of triangles and quadrilaterals understand and use probability perform calculations involving time 	
Term 2	Numeracy/Scientific Calculator Fractions/Decimals/Percentages Algebraic Techniques		
Term 3	Decimals Length Fractions		
Term 4	Properties of Geometrical Figures 1 Probability 1 & 2 Time		
Assessment Tasks:			
No.	Task Description	NESA Syllabus Outcomes Assessed	Weighting (%)
1	Semester 1 Examination	MA3-1WM, MA3-2WM, MA3-3WM, MA3-4NA, MA3-5NA, MA3-6NA, MA4-1WM, MA4-2WM, MA4-3WM, MA4-9NA, MA4-18MG, MA4-4NA, MA4-5NA, MA4-8NA	40
2	Semester 2 Examination	MA4-1WM, MA4-2WM, MA4-3WM, MA4-5NA, MA4-12MG, MA4-5NA, MA4-17MG, MA4-21SP, MA4-15MG	60

MUSIC

Course Outline:		Assessment Outcomes:	
Term 1	Duration and Pitch (melody) Composition techniques	Students will be assessed on their ability to: <ul style="list-style-type: none"> understand how music is analysed through the <i>concepts of music</i> apply their knowledge of the <i>concepts</i> when listening to music or reading musical scores organise pitch and rhythmic ideas into simple compositions rehearse individually or in a group to achieve a set performance goal develop their own performance skills / techniques and apply their knowledge of the concepts of music answer aural skills and score reading questions, applying their knowledge of music terminology and theory understand the role of music in film and apply this knowledge in their own film composition 	
Term 2	Duration and Pitch (harmony) Composition techniques		
Term 3	Tone Colour (sound sources) and Texture Structure and Dynamics and Expressive Techniques Film Music		
Term 4	Music for TV and radio (Jingles) Mandatory Area – Australian Music		
Assessment Tasks:			
No.	Task Description	NESA Syllabus Outcomes Assessed	Weighting (%)
1	Hand in Composition Portfolio	4.4, 4.5, 4.6, 4.11, 4.12	15
2	Performance – Individual or Group	4.1, 4.2, 4.3, 4.11, 4.12	25
3	Semester 2 Examination: Aural (20%) and Score Reading / Theory (20%)	4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12	40
4	Film Music Composition	4.4, 4.5, 4.6, 4.11, 4.12	20

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Course Outline		Assessment Outcomes:	
Term 1	Challenges and Changes Athletics	Students will be assessed on their ability to: 4.1 describe and analyse the influences on a sense of self 4.2 identify and select strategies that enhance their ability to cope and feel supported 4.4 demonstrate and refine movement skills in a range of contexts and environments 4.5 combine the features and elements of movement composition to perform in a range of contexts and environments 4.6 describe the nature of health and analyse how health issues may impact on young people 4.7 identify the consequences of risk behaviours and describe the strategies to minimise harm 4.8 describe how to access and assess health information, products and services 4.9 describe the benefits of a balanced lifestyle and participation in physical activity 4.10 explain how personal strengths and abilities contribute to enjoyable and successful participation in physical activity 4.12 assess risk and social influences and reflect on personal experience to make informed decisions 4.15 devise, apply and monitor plans to achieve short-term and long-term goals 4.16 clarify the source and nature of problems and draw on personal skills and support networks to resolve them	
Term 2	Get Active, Get Healthy Artistic Gymnastics Net Games and Striking		
Term 3	What's Happening to Me? Tribal Dance Net Games and Striking		
Term 4	Positive Relationships Level 7 Swim and Survive (Lifesaving Award)		
Assessment Tasks:			
No.	Task Description	NESA Syllabus Outcomes Assessed	Weighting (%)
1	Practical (Athletics)	4.4, 4.5	25

Assessment Tasks:			
No.	Task Description	NESA Syllabus Outcomes Assessed	Weighting (%)
2	Oral and Written Presentation (Nutrition)	4.6, 4.8, 4.9, 4.11	25
3	Practical (Tribal Dance)	4.4, 4.5, 4.13	25
4	Topic Test	4.6, 4.7, 4.8, 4.15, 4.16	25

SCIENCE

Course Outline:		Assessment Outcomes:	
Term 1	<p>Licence to Boil and Burn CSI: PLC Sydney These units introduce the use, identification and drawing of apparatus, physical and chemical change, the particle model and scientific method.</p>	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> work scientifically by questioning and predicting, planning investigations, conducting investigations, processing and analysing data and information, problem solving and communicating demonstrate knowledge and understanding of the Physical World demonstrate knowledge and understanding of Earth and Space demonstrate knowledge and understanding of the Living World demonstrate knowledge and understanding of the Chemical World demonstrate an understanding about the nature, development, use and influence of science 	
Term 2	<p><i>CSI: PLC Sydney (continued)</i> The Beach This unit investigates the biological, physical and chemical features of the coastal environment including a field trip to Botany Bay. Students complete an individual research project.</p>		
Term 3	<p><i>The Beach (continued)</i> Sick Science: It's all about Hospitals This unit introduces students to cells, microscopes and microbiologists. Students also investigate MRI technology, magnetism, electrostatics and forces.</p>		
Term 4	<p>Examination Review – an opportunity for differentiated learning to master content and skills not evident in the examination Could we be Martians? This unit explores features of the solar system, the needs of living organisms and focuses on the skill of collaborative problem solving.</p>		
Assessment Tasks:			
No.	Task Description	NESA Syllabus Outcomes Assessed	Weighting (%)
1	Data Processing	SC4 1VA, SC4 7WS, SC4 9WS, SC4 16CW, SC4 17CW	10
2	Practical Skills	SC4 6WS, SC4 9WS, SC4 16CW, SC4 17CW	30
3	Practical Investigation and Report	SC4 4WS, SC4 6WS, SC4 7WS, SC4 9WS	25
4	Examination	SC4 4WS, SC4 5WS, SC4 6WS, SC4 7WS, SC4 8WS, SC4 9WS, SC4 10PW, SC4-13ES, SC4-14LW, SC4 16CW, SC4 17CW	35