Mount Annan High School

Year 7 Assessment Handbook 2024

'Be The Best You Can Be'

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Year 7 Assessment Procedures

The purpose and nature of assessment

The NSW Educational Standards Authority (NESA) defines assessment as 'the process of identifying, gathering and interpreting information about student's learning'. Assessment can be one or a combination of forms being:

- Assessment **for** Learning
- Assessment **as** Learning
- Assessment **of** Learning

These three forms of learning are unique and apply differently to engage the learner and support reporting by teachers on a student's progress.

In 2024, Year 7 student assessment will predominately focus on 'Assessment **for** Learning' and 'Assessment **as** Learning'. These terms are explained below:

Assessment 'for' learning

- Assessment 'for' learning reflects the idea that learning is an ongoing process, and this type of assessment allows for students to receive timely and ongoing feedback throughout their learning so that this can inform their next steps. This type of assessment usually takes place in lessons (classroom and online).

Assessment 'as' learning

- Assessment as learning encourages students to take responsibility for their learning and can also include inquiry-based approaches to learning. This type of assessment can occur in both the classroom and at home, as part of a student's own learning development.

Staff assess student achievement to:

- Support student learning
- Monitor student learning
- Diagnose student needs
- Evaluate the effectiveness of teaching/learning programs
- Inform student reporting processes
- Assist Accountability

To ensure parents /carers and students are aware of their learning, this booklet will list the courses, outcomes and units of work covered across the subjects studied by all students. Students will have an opportunity over the course of their learning to develop their knowledge, skill and understanding through a range of activities delivered in class and online. Students will also demonstrate to their teacher their core strengths, areas of improvement and ability against the NESA common grade scale and learning continuum (if applicable to the subject) in each course.

The nature of 'ongoing assessment activities' for student learning should:

- be valid and based on syllabus outcomes
- Include success criteria of learning being assessed
- enable students to demonstrate their learning in a range of different contexts
- be reliable, be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process

- be inclusive and accessible to all students
- be part of an ongoing process where progress is monitored over time.

How will assessment be undertaken in Year 7 2024?

The NSW Education Standards Authority (NESA) has provided a syllabus and a set of performance descriptors for each subject. The syllabus contains a statement of outcomes and content for each course.

NESA suggests a range of assessment strategies. Assessment can be conducted using, but not limited to, the following methods:

- Class work - which include video/novel reports, ICT research or homework activities.
- Oral presentations - prepared speech and/or seminar presented to the class.
- Fieldwork/Excursion Reports - including sketches, worksheets, or surveys to be completed during the excursion and/or an in-class task based on the excursion work.
- Assignments - research/investigation of a topic following specified guidelines. This work may be completed as an individual or group task.
- Design Projects – projects designed and produced to meet a design problem.
- Portfolios - accompanying documentation records design project work.
- Practical work - range of practical learning experiences completed in class and/or at home.
- First Hand Investigations – original problem solving in Science using scientific method.
- Body of Work (Visual Arts) – selection of one or more art works that demonstrate process and practical and theoretical understanding of artmaking, to include a Visual Arts Process Diary (VAPD).
- Viewing task.
- Film-making.
- Diary/Journals – reflection on learning processes.
- Logbooks – reflection on the processes of making and creating drama.
- Group work activities.
- Peer assessment.
- Listening task.
- Representation – creation of visual representation or representation through performance.
- Scripted and improvised performance.
- Examinations – used to reflect and guide development.

Ongoing Assessment Activities

Students will have opportunities to grow through 'ongoing assessment' and 'differentiated and inclusive learning activities' to support students in being the 'best they can be' against the common grade scale. 'Ongoing Assessment' activities will occur through class lessons with no formal notification being required.

Assessment, similar to primary school, will be ongoing to allow students to demonstrate their knowledge, understanding and skill. Ongoing assessment activities will occur through:

- Collaborative Activities
- Peer and Self-Assessment
- Teacher Observation
- Other assessment forms as designed by the teacher to support differentiated learning and success for students

Completion of course work

The *Year 7 Assessment Handbook* shows the general timing of units of works studied in each course. Students are encouraged to maintain positive attendance to gain and develop their knowledge, understanding and skill in the units of works studied.

If a student is absent due to circumstance that impact the completion of course work, a student must:

- Attempt to catch up on the work missed in their learning to demonstrate their application
- Provide a letter from parent/carer regarding the absence.

If a student fails to complete course work, A *'MAHS Letter of Concern'* may be sent home for concerns around a failure to complete course work and items stemming from learning, such as homework and/or independent activities.

Students with a disability

Some students with disability may require adjustments to assessment practices to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the needs of the student and the requirements of the activity. Students with disability may be able to present their work in an alternative format, have fewer questions or enhanced scaffolds. The type of adjustments will depend on each individual student and their needs. This will be based on consultation between the student, their family and the school.

Life Skills

Years 7–10 Life Skills courses based on Life Skills outcomes and content, provide options for students with disability who cannot access the regular course outcomes, particularly students with an intellectual disability. Assessment for students accessing Life Skills courses should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. It can occur via a range of strategies and in a range of situations. Students may achieve Life Skills outcomes either independently or with support. An assessment grade is not reported for these courses.

School leave and 'ongoing assessment'

Leave from school **may** be granted by the Principal upon completion of an **'Extended Leave Application Form'**, which details all coursework to be completed whilst on leave.

Students are expected to be present at school to complete and submit all tasks. Students and parents/caregivers should **NOT** assume leave will be granted, particularly in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks.

The Department of Education's position in relation to student leave is stated in the *Student Attendance in Government Schools Procedures School Attendance Policy*, in which students are discouraged from taking leave during the school term. This policy has been developed by the Learning and Engagement Directorate in 2015:

• 14.1. From the beginning of 2015, family holidays and travel are no longer considered under the *Exemption from School – Procedures*. Travel outside of the vacation period is now counted as an absence for statistical purposes.

• 14.3 A principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons should be specified on the application.

Circumstances in which long term absence or absence may occur are outlined below as well as a guide for Parent/Carers and students:

- **'Extended Leave Application'**
  When an 'Extended Leave Application' is completed, whether it is approved/denied, a student must inform their Teacher of their leave. The Teacher in consultation with their Head Teacher will determine how and when the completion of course work will be completed.

  Options may include:
  - Alternative course work activities to be completed whilst on leave
  - A submission of course work upon the return of the student
  - Completion of course work prior to going on leave

- **Long Term Absence Due to Illness**
  Where a student has long term absence due to illness, the Parent/Carer is to contact the school to discuss the student's circumstances and to discuss options for learning. This contact should be made to one of the following persons:

  - Year 7 Advisors – Mr Fitzgerald and Ms Durkic
  - Head Teacher Wellbeing – Ms Coluccio
  - Second in Charge Wellbeing – Ms Bos
  - Deputy Principal/s – Mr Lovett (Monday, Tuesday, Thursday and Friday) and Ms Lindsay (Wednesday)

- **School Business**
  The student must inform their teacher that they are on school business and organise for course work to be completed prior to or after their return from school business.

- **Suspension**
  A suspended student will be provided course work for completion. This work may be similar to class course work or a variation to support the student completing work independently at home. A suspended student will need to produce this work to their teacher upon return to school to demonstrate their knowledge, understanding and skill development in the unit of work.

Reporting on student progress

In the awarding and reporting to parents of grades, we will ensure that grades are allocated by using clear procedures that are in compliance with the NSW Education Standards Authority (NESA). This ensures consistent approaches for results and/or grades, reflecting student achievement against guideline standards. Overall, student achievement is measured against how well students meet course descriptors through multiple ongoing assessment activities.

Stage 4 Marking and Grading

The NESA Common Grade Scale is applied to assessment and reporting. A Common Grade Scale has been developed for each course and they describe the main features of a typical student's performance at each grade measured against the syllabus objectives and outcomes for the course.

Teachers will make an 'on-balance' judgement of the student's achievement against the Common Grade Scale based on the following:

- The student's performance across a range of contexts over a period of time through ongoing assessment activities.
- The student's demonstration of knowledge, understanding and skills.
- The student's quality of evidence produced against the assessment activities and range of learning outcomes.

In developing an 'on-balance judgement', a teacher will use multiple pieces of evidence of assessment to determine a student's achievement.

The standard of achievement corresponding to each level of the grade scale is shown in the table below.

Level of Achievement	Grade	Descriptor
Outstanding Achievement	A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
High Achievement	B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
Sound Achievement	C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
Basic Achievement	D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Limited Achievement	E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Maintaining honesty and integrity

Students must be entirely honest when completing all course work and submitted works. Students will be marked only on the quality and originality of the work they have produced. The use of AI technologies is not permitted as it does not represent the students capability, learning, skill or understanding of the course work.

Acknowledging your sources

Students must acknowledge any part of their work that was written, created or developed by someone else, in the form of a bibliography or other referencing method as instructed by their teacher. This includes any material from other sources like books, journals, electronic resources and the internet.

To prepare for writing a bibliography follow the examples listed below for the resources you have used. Note carefully the punctuation, especially date in brackets after the author's name, full stop after the authors initial and the place of publication and commas after surname, each name, article title, book title and publisher. The title can be underlined or written in italics.

Source of Information	Bibliography Format	Example
Books	Author's surname, initials. (Date) *Title of book*. Chapter. Page numbers. Publisher. Location of Publication.	Dixon, J. (1988) *How to be a successful student*, p4-6. Penguin Books. Ringwood. Vic.
Article in a newspaper	Journalist surname, initials. (Date). 'Name of article', Name of newspaper, date of publication, page number	Legge, Kate. (1987) 'Labour to cost the Keating Factor', Times on Sunday, 1 Feb., p.2
Motion picture (movie)	'Name of motion picture' (motion picture), (date of release), country, name of production company	*The Comedic Fall* (motion picture), (1964), Englewood, New Jersey, Netflix.
Television show	'Episode name of television program' (television program), Name of television program, date watched, television station	'What are we going to do with the money?' (television program), Four Corners, 8 August 1982, ABC Television
Web page	Author's surname, initials. (Date) Title (Internet), Place of publication (if known), Publisher (if known), URL (accessed date)	Martin. Suzanne. (16 August 1999) Feminism Today (online), www.fem.org./feminismtoday.html (accessed 11 November, 2005).
Primary Source: Interview with a person	Interview with *name of person interviewed* about *topic of interview,* date interview took place, location of interview.	Interview with Nola Archer about her World War II experiences, 6 March 2000, St Clair.

Malpractice

Malpractice is any activity that allows you to gain an unfair advantage over other students and will not be tolerated. It includes, but is not limited to:

- Using AI technology, such as ChatGPT, to complete ongoing assessment activities
- Copying someone else's work in part or in whole, and presenting it as your own
- Using material directly from books, journals, CDs, or the internet without reference to the source
- Building on the ideas of another person without reference to the source
- Buying, stealing, or borrowing another person's work and presenting it as your own
- Submitting work which another person, such as a parent, coach, or subject expert, has contributed to substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Cheating in an any examination
- Using non-approved aids during ongoing assessment activities, such as a mobile phone or device
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice

Should any student be found guilty of malpractice in course work, they must re-submit the coursework and evidence their independent completion. If malpractice occurs more than once a student may be regarded as not satisfying the school's requirements for the Course. Parents/carers will be contacted where malpractice occurs.

Skills for Success

The CREST values of Cooperate, Respect and Strive are the foundation of both behaviour and academic success. Students are taught these values that build to our school motto of 'be the best you can be'. We acknowledge that students will vary in ability, but their effort, commitment and perseverance can support growth in a student. Therefore, students are encouraged to:

- Ask their teacher for assistance when unsure.
- Attend homework club to access support as needed.
- Always try and do not be afraid of mistakes. Mistakes are the best form of learning and improvement.
- Take ownership of their learning.
- Enjoy their time in school and try new things to find out what they might interested in or to discover their unknow talent.

Course Schedules 2024

Year 7 English 2024

Course Outline

Students will study the following units:

Term	Unit of Work Studied	Ongoing Outcomes Assessed
1	**Writing for Purpose** **English Textual Concept: Character** Character is traditionally viewed as a description of a fictional person. As a construct, it is made up of verbal or visual statements about what that fictional person does, says and thinks and what other fictional characters and the author of the text say about him or her. The reader, listener or viewer fleshes out these statements to imagine a person-like character, sufficiently individualised and coherent to establish the sense of an identity.	EN4-RVL-01 EN4-URA-01 EN4-ECA-01 EN4-ECB-01
2	**Drama** **English Textual Concept: Theme** A theme is a statement about life, arising from the interplay of key elements of the text such as plot, character, setting and language. Theme differs from the topic of a text or an idea addressed by a text in that the theme conveys an attitude or value about an idea. At its most basic level a theme may be regarded as the message or even the moral of a text.	EN4-RVL-01 EN4-URA-01 EN4-URB-01 EN4-URC-01
2	**Poetry** **English Textual Concept: Connotation, imagery and symbol** Words and images can signify more than what they denote, extending us beyond their literal everyday meanings to understand and experience one thing in terms of another. This extension of meaning may, through connotation, evoke associated feelings or, through imagery and symbol, lay down new traces of images, sounds, senses and ideas.	EN4-RVL-01 EN4-URA-01 EN4-URB-01 EN4-ECA-01
3	**Narrative Study** **English Textual Concepts: Narrative** Narrative is fundamental to thinking. When we think, we think in narrative form. Narrative can refer to a story itself or to the conventions by which we communicate and understand it. These conventions are the way we construct a world that sets up and depends on expectations of human behaviour to amplify it. They include the selection and organisation of actions and events into a plot and a suite of individualised or stock characters to carry the plot forward.	EN4-RVL-01 EN4-URA-01 EN4-URC-01 EN4-ECA-01
4	**Fractured Fairy tales** **English Textual Concepts: Representation** Representation is the depiction of a thing, person or idea in written, visual, performed or spoken language. In representing we make choices from the language offered by these modes. Representation may aim to reflect the natural world as realistically as possible or may aim to convey the essence of people, objects, experiences and ideas in a more abstract way.	EN4-RVL-01 EN4-URB-01 EN4-URC-01 EN4-ECB-01

Assessed and Reported Course Outcomes for 'Ongoing Assessment'

- 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.

Year 7 HSIE 2024- History

The Overviews may be used as an introduction at the beginning of the course or may be integrated throughout each Depth Study.

	The Ancient World									
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**	**Week 9**	**Week 10**
Term 1 10 weeks 25 hours	*Overview: The Ancient World: early humans and the establishment of ancient societies* Mandatory Site Study: local museum	**Depth Study 1: Investigating the Ancient Past** Outcomes: HT4-1, HT4-5, HT4-6, HT4-8, HT4-9, HT4-10					*Overview: The Ancient World: key features of ancient societies (integrated throughout Depth Studies 2 and 3)* **Depth Study 2: The Mediterranean World – Ancient Egypt** Outcomes: HT4-2, HT4-3, HT4-6, HT4-9, HT4-10 Life Skills outcomes: HTLS-2, HTLS-3, HTLS-4, HTLS-5, HTLS-8, HTLS-11, HTLS-12, HTLS-13			

	The Ancient World									
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**	**Week 9**	**Week 10**
Term 2 10 weeks 25 hours	*Overview: The Ancient World: key features of ancient societies (integrated throughout Depth Studies 2 and 3)*									
	Depth Study 2: The Mediterranean World (continued) – Ancient Egypt Outcomes: HT4-2, HT4-3, HT4-6, HT4-9, HT4-10				**Depth Study 3: The Asian World – Ancient China** Outcomes: HT4-2, HT4-3, HT4-6, HT4-9, HT4-10					

Year 7 HSIE 2024- Geography

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<tr>
<td rowspan="8">Term 3
10 weeks
25 hours</td>
<td colspan="10">Landscapes and Landforms
Students explore landscapes and landforms using examples from Australia and throughout the world. They explain processes that create landscapes and shape individual landforms and they describe the value of landscapes and landforms to different people. Students examine issues of landscape degradation and ways to manage and protect landscapes and landforms. Students also investigate a natural hazard associated with landscapes and people's responses to that hazard.</td>
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<td colspan="2">Week 1/2</td>
<td>Week 3</td>
<td colspan="2">Week 4</td>
<td>Week 5</td>
<td>Week 6</td>
<td>Week 7</td>
<td colspan="2">Week 8</td>
<td>Week 9</td>
<td>Week 10</td>
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Content	**Geo intro & skills**		**Landscape and landforms**		**Value of landscapes**	**Changing landscapes**	**Management & protection**		**Geomorphic hazard**
Outcomes	GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8								
Geographical concepts, skills and tools	**Concepts** - place, space, environment, interconnection, scale, sustainability, change **Skills** - acquiring, processing and communicating geographical information **Tools** - maps, graphs and statistics, spatial technologies, visual representations, fieldwork investigation								
Key inquiry questions	Why is there a diversity of landscapes and landforms on Earth? What environmental and human processes form and transform landscapes and landforms?				Why do people value landscapes and landforms?		To what extent are landscapes and landforms sustainably managed and protected?		

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<tr>
<td rowspan="5">Term 4
10 weeks
25 hours</td>
<td colspan="10">Place and Liveability
Students discuss factors that influence people's perceptions of the liveability of places. They investigate features and characteristics of places across a range of scales that support and enhance people's wellbeing such as community identity, environmental quality and access to services and facilities. Students assess the liveability of places and propose strategies to enhance the liveability of a place in Australia.</td>
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Content	**Influence and perceptions**		**Access to services and facilities**		**Environmental quality**	**Community**		**Enhancing liveability**		
Outcomes	GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8									
Geographical concepts, skills and tools	**Concepts** - place, space, environment, interconnection, scale, sustainability, change **Skills** - acquiring, processing and communicating geographical information **Tools** - maps, fieldwork, graphs and statistics, spatial technologies, visual representations									

Key inquiry questions	Why do people's perceptions of the liveability of places vary?	What effect does environmental quality and access to services have on people's wellbeing?	How can strong community identity and social connectedness enhance the liveability of places?	What approaches can be used to improve the liveability of places?

Year 7 Mathematics 2024

	Course: Year 7 Mathematics					Year: 2024				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Module/ Topic: Unit 1 - Making Predictions					Module/ Topic: Unit 2 - Making Decisions				
	Outcomes: *MAO-WM-01, MA4-FRC-C-01, MA4-PRO-C-01* *(Related Life Skills outcomes: MALS-FRC-01, MALS-DEP-01, MALS-PRO-01)*					Outcomes: *MAO-WM-01, MA4-DAT-C-01, MA4-DAT-C-02, MA4-PRO-C-01* *(Related Life Skills outcomes: MALS-DAT-01, MALS-DAT-02, MALS-PRO-01)*				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Module/ Topic: Unit 3 - Representing Numbers					Module/Topic: Unit 4 - Additive thinking.				
	Outcomes: *MAO-WM-01, MA4-INT-C-01, MA4-FRC-C-01, MA4-ALG-C-01, MA4-LIN-C-01* *(Related Life Skills outcomes: MALS-REP-01, MALS-COM-01, MALS-FRC-01, MALS-DEP-01, MALS-PAT-01)*					Outcomes: MAO-WM-01, MA4-INT-C-01, MA4-FRC-C-01, MA4-ALG-C-01 *(Related Life Skills outcomes: MALS-FRC-01, MALS-DEP-01, MALS-ADS-01, MALS-PAT-01)*				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Module/ Topic: Unit 5 - Multiplicative thinking.						Module/ Topic: Unit 6 - Triangles and Quadrilaterals.			
	Outcomes: *MAO-WM-01, MA4-INT-C-01, MA4-FRC-C-01, MA4-ALG-C-01, MA4-IND-C-01* (Related Life Skills outcomes: MALS-FRC-01, MALS-DEP-01, MALS-MDI-01, MALS-PAT-01)						Outcomes: *MAO-WM-01, MA4-ANG-C-01, MA4-GEO-C-01* *(Related Life Skills outcomes: MALS-GEO-01)*			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Module/ Topic: Unit 7 - Length and area						Module/ Topic: Unit 8 -Constructing prisms			
	Outcomes: *MAO-WM-01, MA4-FRC-C-01, MA4-ALG-C-01, MA4-LEN-C-01, MA4-ARE-C-01, MA4-RAT-C-01* *(Related Life Skills outcomes: MALS-DEP-01, MALS-PAT-01, MALS-LEN-01, MALS-ARE-01)*						Outcomes: *MAO-WM-01, MA4-VOL-C-01* *(Related Life Skills outcomes: MALS-VOL-01)*			

Year 7 Personal Development, Health and Physical Education 2024

Term 1	1	2	3	4	5	6	7	8	9	10	11
Theory	**TOPIC:** Identity and Sense of Self - *Who Am I?*										
	Outcomes: PD4-10, PD4-1, PD4-2, PD4-3					**Formative Assessment 25%: Visual/Creative:** Family Tree Design **Verbal:** Who Am I Oral Presentation (small group peer marking) **Written:** Focus Questions					
Practical	**TOPIC:** *Fundamentals of Games*										
	Outcomes: PD4-4, PD4-5, PD4-8, PD4-11					**Formative Assessment 25%: Skills:** Kicking, Striking, Throwing, Catching, Agility, Speed, Accuracy **Skill Transference:** Game Play Proficiency with concurrent feedback **Teamwork:** Peer participation feedback **Participation:** Changed and engaged					

Term 2	1	2	3	4	5	6	7	8	9	10
Theory	**TOPIC:** Mental Health - *R U OK?*									
	Outcomes: PD4-6, PD4-9									
Practical	**TOPIC:** Athletics *(high jump, Shot put, Discus, javelin, Long Jump, 70m sprint, 800m run)*				**TOPIC:** *Creative Dance and Gymnastics*					
					Formative Assessment 25%: Performance: Small Group Creative Performance **Skills:** Elements of Dance, object manipulation, coordination, flexibility, strength **Teamwork:** Peer participation feedback **Participation:** Changed and engaged					
	Outcomes: PD4-4, PD4-8				**Outcomes:** PD4-4, PD4-5, PD4-11					

Term 3	1	2	3	4	5	6	7	8	9	10
Theory	**TOPIC:** Puberty – *What's Happening to me?*									
	Outcomes: PD4-2, PD4-6, PD4-9, PD4-10					**Formative Assessment 25%: Visual/Creative:** Puberty Model **Verbal:** Conception Creative Writing **Written:** Collaborative Topic Test				
Practical	**TOPIC:** Small Sided Games (SSG) – *European Handball, Soccer, Basketball, Hockey*									
	Outcomes: PD4-4, PD4-5, PD4-7									

Term 4	1	2	3	4	5	6	7	8	9	10
Theory	**TOPIC:** Physical Safety - *How do I stay safe?*									
	Outcomes: PD4-1, PD4-2, PD4-6, PD4-9, PD4-10									
Practical	**TOPIC:** Initiative games *(human knot, Human Star, Zap, Tic tac toe, conundrum)*			**TOPIC:** Net Games – Newcombe Ball, Volleyball.						**TOPIC:** Swim School *(two whole days)*
	Outcomes: PD4-4, PD4-5, PD4-7			**Outcomes:** PD4-4, PD4-5, PD4-11						**Outcomes:** PD4-11

Year 7 Science 2024

Term 1	1	2	3	4	5	6	7	8	9	10	11
Unit	Introduction to Science			Chemical World - *Matter* (CW1, CW2)							
Outcomes Assessed	**SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-16CW** *SCLS-4WS, SCLS-5WS, SCLS-6WS, SCLS-7WS, SCLS-8WS, SCLS-9WS, SCLS-22CW, SCLS-23CW										

Term 2	1	2	3	4	5	6	7	8	9	10
Unit	Physical World- *Energy* (PW-3, PW-4)									
Outcomes Assessed	**SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-11PW** *SCLS-4WS, SCLS-5WS, SCLS-6WS, SCLS-7WS, SCLS-8WS, SCLS-9WS, SCLS-11PW, SCLS-12PW									

Term 3	1	2	3	4	5	6	7	8	9	10
Unit	Earth and Space - *3rd Rock from the Sun* (ES1, ES2)									
Outcomes Assessed	**SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-12ES** *SCLS-4WS, SCLS-5WS, SCLS-6WS, SCLS-7WS, SCLS-8WS, SCLS-9WS, SCLS-13ES, SCLS-14ES									

Term 4	1	2	3	4	5	6	7	8	9	10
Unit	Living World– *Classifying* (LW1, LW5)									
Outcomes Assessed	**SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-14LW** *SCLS-4WS, SCLS-5WS, SCLS-6WS, SCLS-7WS, SCLS-8WS, SCLS-9WS, SCLS-17LW, SCLS-18LW, SCLS-19LW									

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.

*Denotes Life Skills outcomes

Year 7 Languages- French 2024

<table>
<tr><td rowspan="5">Term 1
10 weeks</td><td colspan="10" align="center">Je me presente/ I'd like to introduce myself</td></tr>
<tr><td>Week 1</td><td>Week 2</td><td>Week 3</td><td>Week 4</td><td>Week 5</td><td>Week 6</td><td>Week 7</td><td>Week 8</td><td>Week 9</td><td>Week 10</td></tr>
<tr><td colspan="10">Students explore different ways of greeting each other and introducing themselves and others. Students share information about themselves, their family and their interests as well as express their opinions. Students build relationships and explore some common interests with friends.</td></tr>
<tr><td colspan="5"><i>Prescribed text:</i>
Tapis Volant
Teacher resource- Salut, Bonjour, Bonsoir</td><td colspan="5"><i>Formative assessments: class test, quizzes, online quizzes, vocabulary tests</i>
<i>Outcomes:</i> MLA-4-INT-01, ML4-UND-01, ML4-CRE-01</td></tr>
</table>

<table>
<tr><td rowspan="5">Term 2
10 weeks</td><td colspan="10" align="center">Bon Appetit!</td></tr>
<tr><td>Week 1</td><td>Week 2</td><td>Week 3</td><td>Week 4</td><td>Week 5</td><td>Week 6</td><td>Week 7</td><td>Week 8</td><td>Week 9</td><td>Week 10</td></tr>
<tr><td colspan="10">French cuisine also plays an important role in Australia. In this unit students explore the world of French food, order food and drinks, express preferences, and understand French cuisine and the cultural role it plays in daily life. In this unit students will also learn to talk about food and drinks related to France and explore cultural aspects in the context of eating at home and dining out. Students order items from a menu and justify their choices.</td></tr>
<tr><td colspan="5"><i>Prescribed text:</i>
Tapis Volant
Teacher resource- French Food</td><td colspan="5">Formative assessments: class test, quizzes, online quizzes, vocabulary tests
<i>Outcomes:</i> MLA-4-INT-01, ML4-UND-01, ML4-CRE-01</td></tr>
</table>

<table>
<tr><td rowspan="5">Term 3
10 weeks</td><td colspan="10" align="center">Mon voyage a la France/ My trip to France</td></tr>
<tr><td>Week 1</td><td>Week 2</td><td>Week 3</td><td>Week 4</td><td>Week 5</td><td>Week 6</td><td>Week 7</td><td>Week 8</td><td>Week 9</td><td>Week 10</td></tr>
<tr><td colspan="10">Students go on an imaginary trip to France; they must explore Paris or any other city and share where things are located and how to get there. Students ask for and give directions and describe the specific location of places. Students explore the historical and cultural significance of a range of buildings in a typical French town or village or city and how they differ to those in Australia.</td></tr>
<tr><td colspan="5"><i>Prescribed text:</i>
Tapis Volant
Teacher resource- Paris and France</td><td colspan="5">Formative assessments: class test, quizzes, online quizzes, vocabulary tests
<i>Outcomes:</i> MLA-4-INT-01, ML4-UND-01, ML4-CRE-01</td></tr>
</table>

<table>
<tr><td rowspan="5">Term 4
10 weeks</td><td colspan="10" align="center">La France et les pays Francophones/ France and the Francophone world</td></tr>
<tr><td>Week 1</td><td>Week 2</td><td>Week 3</td><td>Week 4</td><td>Week 5</td><td>Week 6</td><td>Week 7</td><td>Week 8</td><td>Week 9</td><td>Week 10</td></tr>
<tr><td colspan="10">Students learn about the Francophone world. They explore how people from francophone countries and cultures, spend their holidays. They will learn about different weather conditions for each season and the activities that can be done at certain times of the year.</td></tr>
<tr><td colspan="5"><i>Prescribed text:</i>
Tapis Volant
Teacher resource- Paris and France</td><td colspan="5">Formative assessments: class test, quizzes, online quizzes, vocabulary tests
<i>Outcomes:</i> MLA-4-INT-01, ML4-UND-01, ML4-CRE-01</td></tr>
</table>

Year 7 Music 2024

<table>
<tr><td rowspan="2">**Term 1**
10 weeks</td><td colspan="10">**Course:** **Music**   **Year: Stage 4 Year 7 2024** students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students are provided with opportunities to appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media. students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students are provided with opportunities to appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media. students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students are provided with opportunities to appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.</td></tr>
</table>

Term 2 10 weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10

Module/ Topic
Unit: **INTRODUCTION TO MUSIC** (Australian Focus)

Prescribed Composers:
- *C418*
- *Michael Jackson*
- *Queen*
- *All American Rejects*

FORMATIVE - ONGOING ASSESSMENT:
Progression marks on instrument performance, keyboard focus on a number of Australian compositions. Australian musician research task in the computer lab, note reading / rhythmic dictation activities, small rhythmic composition Dreaming story.
Outcomes: *4.1., 4.3., 4.4., 4.5., 4.7., 4.8., 4.9., 4.12.*

Term 3 10 weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10

Module/ Topic
 Unit: **ROCK AND POPULAR MUSIC**

Prescribed Composers:
- *ACDC*
- *Red Hot Chilli Peppers*
- *Kanye West*
- *Rolling Stones*

FORMATIVE - ONGOING ASSESSMENT:
Assessment of Guitar, Bass and Drums, Rock Band Research, Class Discussions of Rock Ensembles, Composing a Melody. Progression marks throughout the term on Rock and Popular Music.

Outcomes: *4.1., 4.2., 4.4., 4.6., 4.8., 4.10., 4.11.*

(Term 4 / 10 weeks appears in left margin)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10

Module/ Topic
Unit: **MUSIC AND TECHNOLOGY / VIDEO GAME MUSIC**

Prescribed Composers:	**FORMATIVE - ONGOING ASSESSMENT:**
● *Casey Edwards* ● *Koji Kondo* ● *Mick Gordan* ● *Marty O'Donnel*	*Composer Research, Class Discussion on Technology, Chrome Music Lab, Keyboard Performance* *On-going progress marks on composer research task through small scaffolded formative activities* ***Outcomes***: 4.2., 4.5., 4.7., 4.8., 4.11.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10

Module/ Topic
Unit: **LET'S MAKE A BAND!**

Prescribed Composers:	**FORMATIVE - ONGOING ASSESSMENT:**
● *White Strips* ● *Sleep Token* ● *Poets of the Fall* ● *Old Gods of Asgard*	*Song Writing, Lyrical Analysis (Literacy Focus), Notation Worksheets, Performing from a Chord Chart, Peer Analysis of Songs, Composition Activity* *Progress marks on ensemble performance throughout Term 4. Preparation for MADD Night auditions.* ***Outcomes***: 4.1., 4.2., 4.3., 4.4., 4.7., 4.9., 4.11., 4.12.

Year 7 Technology Mandatory 2024

Course: Mandatory Technology				Year:7		Focus Area: Engineered Systems			

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Intro Lesson Onguard x 2 L. 3 – inventor L. 4 – Types of Engineers		L5 – Aboriginal Inventions L6 – Unique Bridges/ Design Factors L7 – Local Designs L8 – Sydney Harbour Bridge Documentary		L9 – The Design Process/AT AT Lesson L10 – Types of Bridges L11 – Brainstorm your bridge design		AT – Sketches and PMI		AT – Research Famous Bridge	

Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-8EN, TE4-10TS

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module/ Topic Bridge Building		Bridge Building		Testing Bridges Complete Folios, Evaluate Designs Submit AT 1		L12/13 – create a scale drawing of your bridge. L14 – External Changes to a bridge		L15 – poster creation L16 – 10 Biggest Bridge Fails L17/18 – Bridge Builder 2016	

Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-8EN, TE4-10TS

Course: Mandatory Technology				Year: 7		Focus Area: Digital Technology			

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	• Intro Lesson • Onguard x 2 • L. 3 –What are digital technologies • L. 4 – What are information systems		L5 – ICT Systems- Elements of Information systems L6 – Innovation L7 – The Design Process L8 – The Design Process		L9 – The Design Process L10 – Autonomous Trains Digital Vs Analog L11 – Societal impacts of robotics Types of Networks, Data Transfer Binary		Autonomous trains research and development Computer Components\ Wireless and LAN Networks, Mobile Networks		Autonomous trains research and development	

Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI, TE4-10TS

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module/ Topic Hardware and software Energy Innovation Gaming Systems		Power usage of electronic devices Transport systems Maglev trains Success Criteria for projects		Factors affecting design. Smart Cities Coding of Robots Edison robot track design Implementation and Testing		L12/13 – Implementation and Testing L14 – Evaluation of code		L15 – Testing And evaluating. L16 – Presentation of Code and Robot.	

Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI, TE4-10TS