

# Kiama High School



Year 7

Assessment Schedules

2021

# Assessment in Year 7

## What is Assessment?

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 Of Learning in Year 7

Assessment of Learning determines your level of performance on a specific task or at the conclusion of a unit of work, a school year or stage. The information gained from this type of assessment is often used in reporting.

## Assessment For Learning in Year 7

Assessment For Learning gives you opportunities to produce work that leads to the development of knowledge, understanding and skills. Teachers decide how and when to assess your achievement, as they plan the work you will do, using a whole range of strategies including self-assessment and peer-assessment.

<b>Assessment Of Learning (Formal Assessment)</b>	<b>Assessment For Learning (Informal Assessment)</b>
- Assessment that usually occurs at the end of a unit to check your overall understanding.	- Assessment that checks your progress along the way to make sure that you are learning as the teacher moves through the unit of work.
Assessment Tasks / Unit Tests	Observation of Student Learning
Projects / Research Assignments	Classroom activities
Oral Engagement / Presentations	Homework Assignments
Practical Tasks and Artworks	Mini Tests
Portfolios	Group and Pair Work
Practical Performances and Compositions	Experiments / Performances
Half Yearly and Yearly Examinations	Bookwork

**Formal assessment tasks should:**

- be based on syllabus outcomes.
- be a valid instrument for what they are designed to assess.
- include criteria to clarify for students' what aspects of learning are being assessed.
- enable students to demonstrate their learning in a range of task types.
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement.
- 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 of and accessible for all students.
- be part of an ongoing process where progress is monitored over time.

## The core courses for Stage 4 at Kiama High School:

- **English:** The syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- **Mathematics:** The syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- **Science:** The syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- **Human Society and its Environment:** The syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.
- **Personal Development, Health and Physical Education:** The mandatory 300-hour course to be completed. This integrated course is to be studied in each of Years 7–10.
- **Technological and Applied Studies:** Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.
- **Creative Arts:** Two hundred hours to be completed, consisting of our 100-hour mandatory courses in each of Visual Arts and Music. It is expected that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.

Assessment  
Information for  
Specific  
Courses at  
Kiama High School  
2021

# YEAR 7 ENGLISH COURSE CONTENT 2021

Welcome to Year 7 at Kiama High School

## STRUCTURE OF CLASSES

All classes contain a student composition of mixed abilities.

## ASSESSMENT AND REPORTING

There are FOUR common assessment tasks throughout the year. Common and Class Tasks are compulsory, and students should inform their teacher if they know of any absences ahead of time. Setting alternate dates and tasks is a difficult process when many students are involved so we depend on your cooperation.

An Assessment Schedule has been published and these dates need to be noted.

SEMESTER 1 (Half Yearly Report)	Your overall achievement will be described as Outstanding, High, Sound, Limited or Basic for this semester. This will be an assessment of your performance within ALL YEAR 7. This grade is determined by assessment and class tasks covered up to this period of time.
SEMESTER 2 (Yearly Report)	Your overall achievement will be described as Outstanding, High, Sound, Limited or Basic for this semester. This will be an assessment of your performance within ALL YEAR 7. This grade is determined by assessment and class tasks covered up to this period of time.

## BOOKS AND EQUIPMENT

A4 exercise book.

ALL BOOKS to be covered with appropriate material and clearly labelled with name, class, and teacher's name. Inappropriate covers are not acceptable.

All work should be neat and legible. Any worksheets or other material should be trimmed and pasted into the book.

If you are issued with a textbook, it will be borrowed out through the library borrowing system and must be returned to the library when instructed to by your teacher. You are responsible for the welfare of these texts and will be required to pay for these if lost or damaged.

## HOMEWORK

At times you will have specific tasks to complete at home. Do not leave this to the last minute.

Try to establish a regime of homework and study as this will assist you in the senior years.

When specific homework tasks have not been prescribed, you SHOULD BE doing some wide reading and ensure your book is organised and other work completed.

Wide reading is an excellent way to improve both reading and writing skills. Wide reading includes fiction, nonfiction, autobiographies, newspapers, and magazines. If you would like some recommendations for reading please see your teacher or the librarian.

Let us make this a rewarding and successful year.

**KIAMA HIGH SCHOOL**  
**STAGE 4 – OVERVIEW OF PROGRAM YEAR 7 - 2021**

**Semester 1 – Term 1**

<p><b>Concept A: Narrative (Asian Focus) - <i>Myths and Legends</i></b>  <b>Rationale: (Narrative)</b>          Students will be introduced to a variety of different forms and features within the narrative genre aimed at exploring the role of narratives. This concept has a specific Asian focus attached and students will study and compose in various Asian short stories. They will also gain further insight into Asian people and cultures through an examination of various other textual forms and their features that may include film, drama, narrative, novel, interview, newspaper, internet, etc....          Focus Outcomes: 1,5,9</p>	<p><i>Assessment 1</i></p> <p><i>Multimedia Task (Podcast &amp; Reflection)</i></p> <p>+</p> <p><i>Class Task</i></p> <p><i>Literacy strategies</i></p>
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**Semester 1 – Term 2**

<p><b>Concept B: Argument (Persuasive) - <i>Fangs, Fur and Feathers</i></b>  <b>Rationale: (Mass Media/News and Persuasive Language)</b>          Communication, regardless of its form and content, aims to persuade and manipulate for a particular purpose. Whilst studying this concept, students will focus closely on the contemporary issue of sustainability. They will explore aspects of the animal kingdom and humanity's impact upon them through various mediums of production and examine their effectiveness as a form of communication.          Focus Outcomes:3,7,8</p>	<p><i>Assessment 2</i></p> <p><i>Letter</i></p> <p>+</p> <p><i>Class Task</i></p> <p><i>Poster on Animal Rights</i></p>
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**Semester 2 – Term 3**

<p><b>Concept C: Character Representations - <i>Novel Study</i></b>  <b>Rationale: (Indigenous and Asian Focus) Novel</b>          Students will experience and respond to fiction and non-fiction texts, from the CORE Novel in relation to the concept of Character Representations. A specific Indigenous focus is attached to the exploration of this concept and students will study texts that aim to enhance knowledge, understanding and respect among all students towards Indigenous culture and people both past and present.          Focus outcomes: 2,4,6</p>	<p><i>Assessment 3</i></p> <p><i>Review</i></p> <p>+</p> <p><i>Class Task</i></p> <p><i>Creative writing</i></p>
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**Semester 2 – Term 4**

<p><b>Concept D: Perspectives – <i>Marvel Universe focus</i></b>  <b>Rationale: (Visual Literacy - Novel, Graphic Novel, Film)</b>          Students will be introduced to the graphic novel as a credible and valuable textual form as well as other textual forms and features with a specific focus on enhancing student visual literacy skills. The concept of perspective will be explored and analysed in relation to the texts set for study and students will be required to respond to and compose their own texts as a method of demonstrating their understanding.          Focus Outcomes: 2,5,6</p>	<p><i>Assessment 4</i></p> <p><i>Journal</i></p>
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**KIAMA HIGH SCHOOL ENGLISH FACULTY**

**YEAR 7 ASSESSMENT SCHEDULE 2021**

<b>TERM 1</b>	<b>ASSESSMENT TASK</b>	<b>SKILLS/CONTENT</b>
By the end of term	1. Multimedia Task Marked by teacher using criteria Differentiated for lower ability classes	Speaking/Listening <ul style="list-style-type: none"> <li>- Present a credible and convincing multimedia task</li> <li>- Control oral skills – delivery, interest level, content, voice control</li> <li>- Correct use of form and language appropriate to audience, purpose and content</li> <li>- ICT knowledge</li> <li>- Transferring of information from one form and source to another</li> </ul>
	<b>CLASS TASK</b>	<b>SKILLS/CONTENT</b>
	1. Literacy Strategies  Marked by teacher using criteria Years 7 & 8	<ul style="list-style-type: none"> <li>- Reading and comprehension of written texts</li> </ul>
<b>TERM 2</b>	<b>ASSESSMENT TASK</b>	<b>SKILLS/CONTENT</b>
By the end of the term	2. Letter Marked by class teacher using criteria	Writing <ul style="list-style-type: none"> <li>- Control of language and grammar skills e.g. spelling, vocabulary, tone, expression, punctuation</li> <li>- Correct format</li> <li>- Conform to word length</li> </ul>
	<b>CLASS TASK</b>	<b>SKILLS/CONTENT</b>
	2. Poster Marked by class teacher using criteria	Print Advertisement <ul style="list-style-type: none"> <li>- Appropriate and well selected textual detail</li> <li>- Use language appropriate to audience, purpose and content</li> <li>- Artistry, engaging, flair and style</li> <li>- Appropriate visual aids</li> </ul>



<b>TERM 3</b>	<b>ASSESSMENT TASK</b>	<b>SKILLS/CONTENT</b>
By the end of the term	3. Review Marked by class teacher using criteria	Writing: <ul style="list-style-type: none"> <li>- Review writing skills</li> <li>- Appropriate language</li> <li>- Audience, purpose, structure and content</li> <li>- Review format</li> </ul>
	<b>CLASS TASK</b>	<b>SKILLS/CONTENT</b>
	3. Creative Writing Narrative Marked by class teacher using criteria	Writing: <ul style="list-style-type: none"> <li>- Control of language and grammar skills. E.g., spelling, vocabulary, tone, expression, punctuation</li> <li>- Correct format</li> <li>- Conform to word length</li> </ul>
<b>TERM 4</b>	<b>CLASS TASK</b>	<b>SKILLS/CONTENT</b>
By the end of the term (Common date will be selected)	4. Journal Marked by class teacher using criteria	Reflecting <ul style="list-style-type: none"> <li>- Reflect on and assess their own learning against specific criteria, using appropriate reflection strategies</li> <li>- Organising, developing and communicating ideas effectively</li> </ul>

**N.B.** Class tasks are also compulsory for all students to complete by their due date and will also cover Reading, Speaking, Listening, Representing and Viewing skills throughout the year. When combined, ALL TASKS will contribute to student placement in Advanced and Standard classes next year.

## YEAR 7 ENGLISH ASSESSMENT GRID

TASK		1	2.	3.	4.Common Class Tasks
DUE DATE		Term 1, Week 9	Term 2, Week 9	Term 3, Week 9	Term 1,2 & 3
OUTCOMES ASSESSED		EN4- 3 EN4- 7 EN4-8	EN4- 1 EN4- 5 EN4- 9	EN4- 2 EN4- 4 EN4-6	All
Mandatory Components	Weight %				
Concept A: Argument	30	20			10
Concept B: Narrative	30		20		10
Concept C: Character	40			30	10
	<b>100</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

## YEAR 7 COURSE OUTCOMES

A student:

EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure EN4-2A effectively uses a widening range of processes, skills, strategies, and knowledge for responding to and composing texts in different media and technologies

EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences, and contexts

EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity, and coherence

EN4-5C thinks imaginatively, creatively, interpretively, and critically about information, ideas, and arguments to respond to and compose texts

EN4-6C identifies and explains connections between and among texts

EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it EN4-8D identifies, considers, and appreciates cultural expression in texts

EN4-9E uses, reflects on, and assesses their individual and collaborative skills for learning

# **YEAR 7 ENGLISH COURSE RATIONALE**

## **for**

### ***THE AUSTRALIAN CURRICULUM***

Language shapes our understanding of ourselves and our world. It is the primary means by which we relate to others and is central to the intellectual, social, and emotional development of all students. In the years of schooling from Kindergarten to Year 10, English is the study and use of the English language in its various textual forms. These encompass spoken, written and visual texts of varying complexity through which meaning is shaped, conveyed, interpreted, and reflected.

In acknowledgement of its role as the national language, English is the mandatory subject from Kindergarten to Year 12 in the NSW curriculum. Knowledge, understanding, skills, values, and attitudes acquired in English are central to the learning and development of students in NSW. Developing proficiency in English enables students to take their place as confident communicators, critical and imaginative thinkers, lifelong learners, and informed, active participants in Australian society. It supports the development and expression of a system of personal values, based on students' understanding of moral and ethical matters, and gives expression to their hopes and ideals.

The study of English from Kindergarten to Year 10 should develop a love of literature and learning and be challenging and enjoyable. It develops skills to enable students to experiment with ideas and expression, to become active, independent, and lifelong learners, to work with each other and to reflect on their learning.

Through responding to and composing texts from Kindergarten to Year 10, students learn about the power, value, and art of the English language for communication, knowledge, and enjoyment. They engage with and explore texts that include widely acknowledged quality literature of past and contemporary societies and engage with the literature and literary heritage of Aboriginal and Torres Strait Islander peoples. By composing and responding with imagination, feeling, logic and conviction, students develop understanding of themselves and of human experience and culture. They develop clear and precise skills in speaking, listening, reading, writing, viewing, and representing, and knowledge and understanding of language forms and features and structures of texts.

The study of English in this syllabus is founded on the belief that language learning is recursive and develops through ever-widening contexts. Students learn English through explicit teaching of language and through their engagement with a diverse range of purposeful and increasingly demanding language experiences. The *English K–10 Syllabus* enables teachers to draw on the methods of different theoretical perspectives and models for teaching English to assist their students to achieve the syllabus outcomes at the highest levels. The syllabus is linked to the purpose statement and broad learning outcomes of the *K–10 Curriculum Framework*.

In their study of English, students continue to develop their critical and imaginative faculties and broaden their capacity for cultural understanding. They examine the contexts of language usage to understand how meaning is shaped by a variety of social factors. As students' command of English grows, they are able to question, assess, challenge, and reformulate information and use creative and analytical language to identify and clarify issues and solve problems. They become imaginative and confident users of a range of electronic and digital technologies and understand and reflect on the ongoing impact of these technologies on society. These skills and understandings allow them to develop their control of language in ways that will help them in lifelong learning, in their careers and in life.

## **KNOWLEDGE, UNDERSTANDING AND SKILLS**

*Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:*

- communicate through speaking, listening, reading, writing, viewing, and representing
- use language to shape and make meaning according to purpose, audience, and context
- think in ways that are imaginative, creative, interpretive, and critical
- express themselves and their relationships with others and their world
- learn and reflect on their learning through their study of English.

## **VALUES AND ATTITUDES**

*Students will value and appreciate:*

- the importance of the English language as a key to learning
- the personal enrichment to be gained from a love of English, literature, and learning
- the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual, and aesthetic dimensions of human experiences
- the power of effective communication using the language modes of speaking, listening, reading, writing, viewing, and representing
- the role of language in developing positive interaction and cooperation with others
- the diversity and aesthetics of language through literary and other texts
- the independence gained from thinking imaginatively, creatively, interpretively, and critically.

## **STAGE 4**

By the end of Stage 4 students respond to a variety of texts critically, imaginatively, and interpretively and compose accurate, clear, and coherent texts. They use English in personal, social, and learning contexts with increasing control and understanding of the form and features of language and structures of texts, and with increasing awareness of purpose, audience, and context. Students make connections between texts, they recognise the main ideas and points of view, and the ways in which texts seek to position responders. They make decisions about whether content and language are appropriate to purpose, audience, and context.

In speaking, writing, and representing, students shape meaning through the thoughtful selection and ordering of appropriate content and by drawing on a widening repertoire of language choices. They can express a personal point of view, give words and images to their imaginings, and compose logical argument. They experiment with form and language in different modes and technologies to produce various types of texts for specific purposes. As appropriate, they plan, draft, and edit to produce polished texts.

Students apply their knowledge of textual features and conventions to their texts. They constructively analyse and evaluate their own and others' compositions and they articulate their response to texts and to the process and experience of composing. Students reflect on their learning, becoming aware of how they learn and identifying what they have learned, effective ways to learn and what they need to learn next.

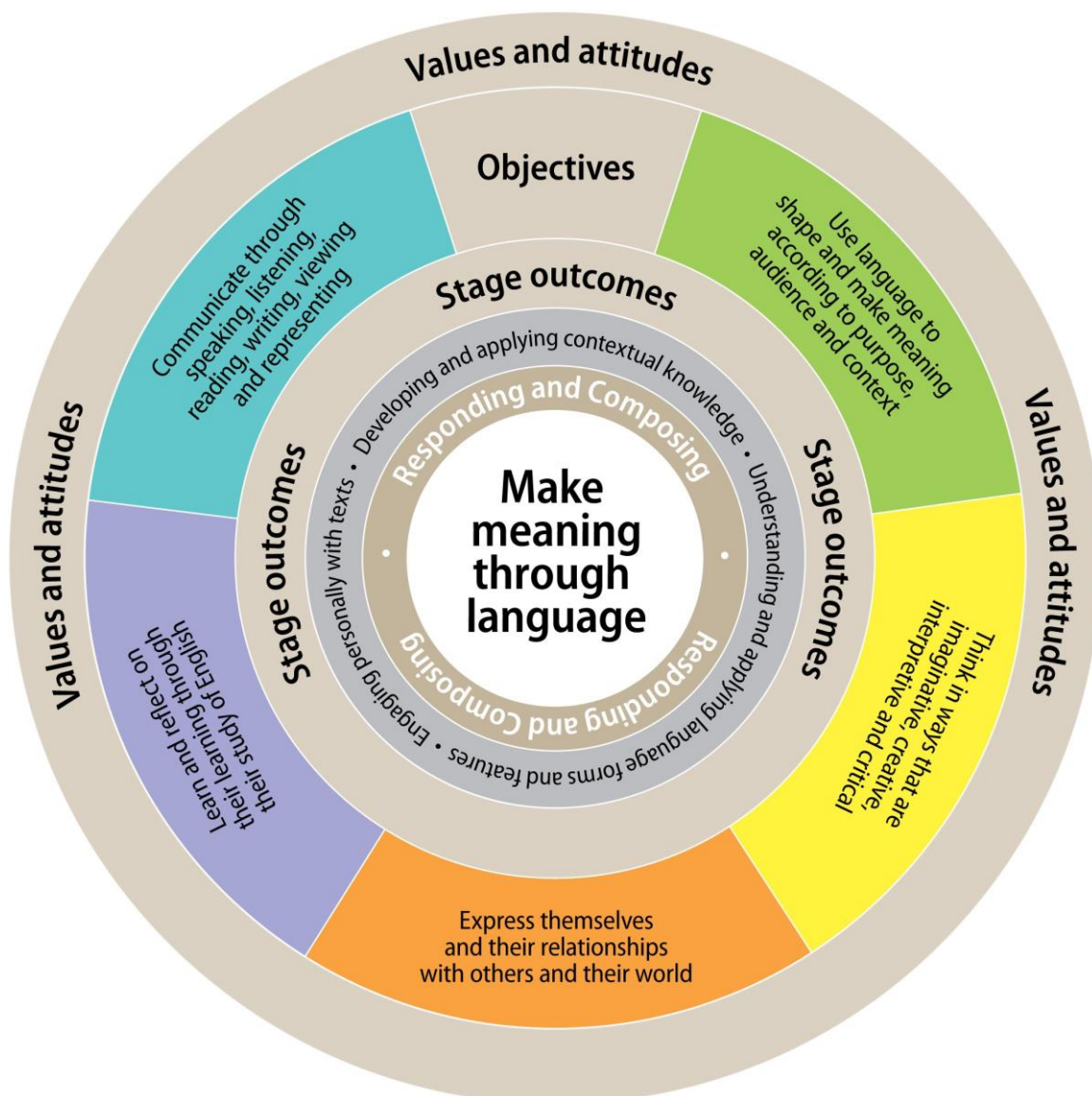
## ENGLISH STAGE 4 ACHIEVERS

Students who have achieved Stage 4 respond to literary and other texts for enjoyment and to expand their perspectives on their own lives. They engage with images of their real and imagined worlds and explore the relationship between them. They explore texts critically, evaluating content, differentiating between fact and opinion, challenging points of view and identifying, considering, and appreciating cultural expressions. They respond to imagery and symbolism in verbal and visual forms. They engage with print, film, and digital texts with an informed awareness of the language forms and features and structures of those texts. Students develop personal preferences in what they hear, read and view, and are able to articulate their preference in personal and critical responses.

## ORGANISATION OF CONTENT

For Kindergarten to Year 10, courses of study and educational programs are based on the outcomes of syllabuses. The content describes in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for the stage. In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests, and abilities of their students.

The knowledge, understanding and skills described in the outcomes and content provide a sound basis for students to successfully move to the next stage of learning.



## CONTENT AND TEXT REQUIREMENTS FOR STAGE 4

Over Stage 4, Students must read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. These texts become increasingly sophisticated as students move from Stage 3 to Stage 4 and from Stage 4 to Stage 5.

Students will undertake the essential content and work towards course outcomes through close reading of, listening to or viewing the following:

STAGE 4	
FICTION	At least TWO works
POETRY	a wide range of types of poems
FILM	At least TWO works
NONFICTION	At least TWO works
DRAMA	At least TWO works

The following specifications may be fulfilled through the required types of texts outlined above and/or through other texts.

In each Year of Stage 4 students must study examples of:

- spoken texts
- print texts
- visual texts
- media, multimedia, and digital texts.

Across the stage, the selection of texts must give students experience of:

- texts which are widely regarded as quality literature
- a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia
- a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
- texts written about intercultural experiences
- texts that provide insights about the peoples and cultures of Asia
- Shakespearean drama
- Every day and workplace texts
- a wide range of cultural, social and gender perspectives, popular and youth cultures
- texts that include aspects of environmental and social sustainability
- nonfiction, picture books, graphic novels

- an appropriate range of digital texts, including film, media, and multimedia.  
In selecting specific texts for study in English, teachers should consider the needs, interests and abilities of their students and the ethos of the school and its local community.

## LEARNING ACROSS THE CURRICULUM

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the Board of Studies *K–10 Curriculum Framework* and *Statement of Equity Principles*, and in the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures 🇺🇸
- Asia and Australia's engagement with Asia 🌏
- Sustainability 🌱

General capabilities encompass the knowledge, skills, attitudes and behaviour to assist students to live and work successfully in the 21st century. The general capabilities are:

- Critical and creative thinking 🧠
- Ethical understanding ⚖️
- Information and communication technology capability 💻
- Intercultural understanding 🌐
- Literacy 📖
- Numeracy 📊
- Personal and social capability 👤

The Board's syllabuses include other areas identified as important learning for all students:

- Civics and citizenship 🇺🇸
- Difference and diversity 🌈
- Work and enterprise.

## YEAR 7 MATHEMATICS – STAGE 4

TASK	1. SEMESTER 1 EXAMINATION	2. INVESTIGATION TASK	3. SEMESTER 2 EXAMINATION	4. CUMULATIVE TOPIC ASSESSMENT
<b>DUE DATE</b>	Term 2, Examination Week	Term 3, Week 5	Term 4, Examination Week	Ongoing
<b>OUTCOMES ASSESSED</b>	MA4-1WM; MA4-2WM; MA4-3WM; MA4-4NA; MA4-5NA; MA4-9NA; MA4-11NA; MA4-15MG	MA4-1WM; MA4-2WM; MA4-3WM; MA4-4NA; MA4-5NA; MA4-8NA; MA4-9NA; MA4-10NA; MA4-11NA; MA4-15MG	MA4-5NA; MA4-8NA; MA4-10NA; MA4-12MG; MA4-13MG; MA4-14MG; MA4-18MG; MA4-21SP	MA4-1WM; MA4-2WM; MA4-3WM; MA4-4NA; MA4-5NA; MA4-8NA; MA4-9NA; MA4-10NA; MA4-11NA; MA4-12MG; MA4-13MG; MA4-14MG; MA4-15MG; MA4-18MG; MA4-21SP
<b>TASK WEIGHTING</b>	<b>15%</b>	<b>10%</b>	<b>15%</b>	<b>60%</b>

**NB:** Cumulative topic assessment is made up of a range of informal tasks. Tasks may include and are not limited by research, homework, assignments, topic tests, bookmark, and oral presentations.

### YEAR 7 MATHEMATICS STAGE 4 COURSE OUTCOMES

A student: -

- MA4-1WM Communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
- MA4-2WM Applies appropriate mathematical techniques to solve problems
- MA4-3WM Recognises and explains mathematical relationships using reasoning
- MA4-4NA Compares, orders and calculates with integers, applying a range of strategies to aid computation
- MA4-5NA Operates with fractions, decimals and percentages
- MA4-6NA Solves financial problems involving purchasing goods
- MA4-7NA Operates with ratios and rates, and explores their graphical representation
- MA4-8NA Generalises number properties to operate with algebraic expressions
- MA4-9NA Operates with positive-integer and zero indices of numerical bases
- MA4-10NA Uses algebraic techniques to solve simple linear and quadratic equations
- MA4-11NA Creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane



MA4-12MG Calculates the perimeters of plane shapes and the circumferences of circles

MA4-13MG Uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area

MA4-14MG Uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume

MA4-15MG Performs calculations of time that involve mixed units, and interprets time zones

MA4-16MG Applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems

MA4-17MG Classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles

MA4-18MG Identifies and uses angle relationships, including those related to transversals on sets of parallel lines

MA4-19SP Collects, represents and interprets single sets of data, using appropriate statistical displays

MA4-20SP Analyses single sets of data using measures of location, and range

MA4-21SP Represents probabilities of simple and compound events.

## YEAR 7 SCIENCE

<b>TASK</b>	<b>TASK 1 PRACTICAL TASK</b>	<b>TASK 2 RESEARCH TASK</b>	<b>TASK 3 EXAMINATION</b>
<b>DUE DATE</b>	Term 1 Week 9	Term 3 Week 3	Term 4 Week 3
<b>OUTCOMES ASSESSED</b>	SC4-7WS; SC4-8WS; SC4-9WS	SC4-16-CW; SC-4-14LW; SC4-9WS	SC4-14LW; SC4-10PW; SC4-7WS
<b>TASK WEIGHTINGS</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

### YEAR 7 SCIENCE COURSE OUTCOMES

A student: -

SC4-1VA Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them

SC4-2VA Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures

SC4-3VA Demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations

SC4-4WS Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge

SC4-5WS Collaboratively and individually produces a plan to investigate questions and problems

SC4-6WS Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually

SC4-7WS Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions

SC4-8WS Selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems

SC4-9WS Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations

SC4-10PW Describes the action of unbalanced forces in everyday situations

SC4-11PW Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations

SC4-12ES Describes the dynamic nature of models, theories and laws in developing scientific understanding of the earth and solar system

SC4-13ES Explains how advances in scientific understanding of processes that occur within and on the earth, influence the choices people make about resource use and management

SC4-14LW Relates the structure and function of living things to their classification, survival and reproduction

SC4-15LW Explains how new biological evidence changes people's understanding of the world

SC4-16CW Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles

SC4-17CW Explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life

# YEAR 7 MANDATORY HISTORY – SEMESTER 1

<b>FORMAL ASSESSMENT</b>				
<b>TASKS</b>	<b>TASK 1 Source Analysis Task</b>	<b>TASK 2 Research Task</b>	<b>TASK 3 Topic Test</b>	<b>TASK 4 Class Mark</b>
<b>WEIGHTING</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>DUE DATE</b>	Term 1 Week 5	Term 1 Week 9	Term 2 Week 2	Term 2 Week 5
<b>OUTCOMES ASSESSED</b>	HT4-3 HT4-4 HT4-6 HT4-9 HT4-10	HT4-1 HT4-2 HT4-7 HT4-8 HT4-9 HT4-10	HT4-1 HT4-5 HT4-9	All
<b>INFORMAL ASSESSMENT</b>				
<p>A range of informal tasks that will inform the Class Mark may include:</p> <ul style="list-style-type: none"> <li>• Research or case studies</li> <li>• Class discussions and debates</li> <li>• Topic tests</li> <li>• Oral presentations</li> <li>• Role plays or scenarios</li> <li>• Group work/cooperative learning tasks</li> <li>• Multimedia presentations</li> <li>• Investigative and analysis activities</li> <li>• Practical laboratories</li> <li>• Peer Teaching</li> <li>• Participation &amp; teamwork</li> <li>• Decision making &amp; problem solving in game situations</li> <li>• Glossary tests</li> <li>• Site Study</li> </ul>				

## **YEAR 7 HISTORY COURSE OUTCOMES**

A Student:

HT 4.1 Describes the nature of history and archaeology and explains their contribution to an understanding of the past

HT 4.2 Describes major periods of historical time and sequences events, people and societies from the past

HT 4.3 Describes and assesses the motives and actions of past individuals and groups in the context of past societies

HT 4.4 Describes and explains the causes and effects of events and developments of past societies over time

HT 4.5 Identifies the meaning, purpose and context of historical sources

HT 4.6 Uses evidence from sources to support historical narratives and explanations.

HT 4.7 Identifies and describes different contexts, perspectives and interpretations of the past

HT 4.8 Locates, selects and organises information from sources to develop an historical inquiry

HT 4.9 Uses a range of historical terms and concepts when communicating an understanding of the past

HT 4.10 Selects and uses appropriate oral, written, visual and digital forms to communicate about the past.

## YEAR 7 MANDATORY HISTORY – SEMESTER 2

<b>FORMAL ASSESSMENT</b>				
<b>TASKS</b>	<b>TASK 1 Source Analysis Task</b>	<b>TASK 2 Research Task</b>	<b>TASK 3 Empathy Task</b>	<b>TASK 4 Class Mark</b>
<b>WEIGHTING</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>DUE DATE</b>	Term 3 Week 4	Term 2 Week 10	Term 4 Week 5	Term 4 Week 5
<b>OUTCOMES ASSESSED</b>	HT4-3 HT4-4 HT4-6 HT4-9 HT4-10	HT4-1 HT4-2 HT4-7 HT4-8 HT4-9 HT4-10	HT4-1 HT4-5 HT4-9	All

### INFORMAL ASSESSMENT

A range of informal tasks that will inform the Class Mark may include:

- Research or case studies
- Class discussions and debates
- Topic tests
- Oral presentations
- Role plays or scenarios
- Group work/cooperative learning tasks
- Multimedia presentations
- Investigative and analysis activities
- Practical laboratories
- Peer Teaching
- Participation & teamwork
- Decision making & problem solving in game situations
- Glossary tests
- Site Study

## **YEAR 7 HISTORY COURSE OUTCOMES**

A Student: -

HT 4.1 Describes the nature of history and archaeology and explains their contribution to an understanding of the past

HT 4.2 Describes major periods of historical time and sequences events, people and societies from the past

HT 4.3 Describes and assesses the motives and actions of past individuals and groups in the context of past societies

HT 4.4 Describes and explains the causes and effects of events and developments of past societies over time

HT 4.5 Identifies the meaning, purpose and context of historical sources

HT 4.6 Uses evidence from sources to support historical narratives and explanations.

HT 4.7 Identifies and describes different contexts, perspectives and interpretations of the past

HT 4.8 Locates, selects and organises information from sources to develop an historical inquiry

HT 4.9 Uses a range of historical terms and concepts when communicating an understanding of the past

HT 4.10 Selects and uses appropriate oral, written, visual and digital forms to communicate about the past.

# Year 7 PDHPE

## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3	Task #4
TASK NAME	WHO AM I TASK	BASKETBALL	PERSONAL SAFETY TASK	SOCIAL DANCE TASK
DUE DATE	Term 1 WEEK 5	Term 2 WEEK 5	Term 3 WEEK 9	Term 3 WEEK 10
WEIGHTING	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
OUTCOMES	PD 4.1, 4.3	PD 4.4, 5.5	PD 4.1, 4.9	PD 4.4, 4.8, 4.11

## 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 sequences



# YEAR 7 TECHNOLOGY - MANDATORY

Semester 1 2021:

Task	1. Common Assessment Task One	2. Design Folio One	3. Practical work
Due date	Term 2, Week 2	Term 2, Week 10	Term 2, Week 10
Outcomes assessed	TE4-DP1, TE4-9MA, TE4-10TS	TE4-1DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS	TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS
Task weighting	20%	20%	40%

Semester 2 2021:

Task	1. Common Assessment Task Two	2. Design Folio Two	3. Practical work
Due date	Term 4 , Week 2	Term 3, Week 10	Term 3, Week 10
Outcomes assessed	TE4-DP1, TE4-9MA, TE4-10TS	TE4-1DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS	TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS
Task weighting	20%	20%	40%

## OUTCOMES ASSESSED – TECHNOLOGY (MANDATORY)

TE4-1DP	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems 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

# YEAR 7 MUSIC SCHEDULE & OUTCOMES

The knowledge, understanding, skills and values gained from the *Music Year 7 course* assist students in building conceptual, practical and critical skills. These can be applied to a variety of Music genres and skills. The Music course include: performance, composition, Musicology and Aural skills

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 experiences

<b>Task</b>	<b>Term 1 Organised Sounds Duration Drums Keyboard</b>	<b>Term 2 Instruments from around the world and the Orchestra</b>	<b>Term 3 Music for Film</b>	<b>Term 4 Pop Music Performing in ensembles (Small Groups)</b>
<b>Due Date</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	Term 4 Week 10
<b>Outcomes Assessed</b>	<b>4.1, 4.3, 4.8</b>	<b>4.2, 4.6</b>	<b>4.2, 4.7</b>	<b>4.5, 4.6</b>
<b>Outcomes Learned</b>	4.1, 4.3, 4.6, 4.7, 4.8, 4.9, 4.10	4.7, 4.8, 4.9, 4.11	4.1,4.3, 4.4, 4.7, 4.9, 4.12	4.1, 4.3, 4.5, 4.7,.4.11
<b>Syllabus Components 100%</b>	<ul style="list-style-type: none"> <li>• Drums</li> <li>• Body Percussion</li> <li>• Organisation of sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Aurally Identify Instrument of the Orchestra</li> <li>• Learn basic technical skills on Keyboard</li> <li>• Learn music notation in Treble and Bass Clef</li> </ul>	<ul style="list-style-type: none"> <li>• Film Music</li> <li>• Graphic notation for a sound scape</li> <li>• Technology with recording and film making</li> </ul>	<ul style="list-style-type: none"> <li>• Structure of a Pop tune</li> <li>• Tone colour</li> <li>• Organisation of Chords</li> <li>• Ensemble work</li> </ul>
Composition/ Musicology	Organising sound group composition with graphic notation <b>5%</b>  Coordination/ Memory / comp group activity <b>10%</b>	Listening Identifying Instruments Quiz <b>15%</b>	Music making for film, e.g.: soundscapes, change scene mood via other music choices Compose and perform a soundscape <b>OR</b> Sound effect story <b>10%</b> Listening and watching UP identifying features of Music in the movie <b>5%</b>	Parody/ Pop song <b>10%</b>
Performance	Performances in groups Knees clap shoulders <b>10%</b>	Perform a selection of Keyboard songs <b>10%</b>	Performance of Iconic Film Tunes <b>5%</b> individual skills on Ukulele <b>5%</b>	Guitar/ Keyboard/ Ukulele <b>10%</b> Ensemble performance <b>5%</b>
<b>TOTAL ASSESSMENT %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

# YEAR 7 VISUAL ARTS SCHEDULE & OUTCOMES

The knowledge, understanding, skills and values gained from the *Visual Arts Collective Year 7 course* assist students in building conceptual, practical and critical skills. These can be applied to the diverse fields of art, design and other contexts of learning. The visual arts include forms such as ceramics, drawing, painting, sculpture, printmaking & design.

A student: -

- 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 4.2 explores the function of and relationships between artist – artwork – world – audience
- 4.3 makes artworks that involve some understanding of the frames
- 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 4.5 investigates ways to develop meaning in their artworks
- 4.6 selects different materials and techniques to make artworks
- 4.7 explores aspects of practice in critical and historical interpretations of art
- 4.8 explores the function of and relationships between the artist – artwork – world – audience
- 4.9 begins to acknowledge that art can be interpreted from different points of view
- 4.10 recognises that art criticism and art history construct meanings

Task	Term 1 <u>'Seven Elements of Design'</u>	Term 2 <u>'Ceramic Monsters'</u>	Term 3 <u>'Graphic Illustration'</u>	Term 4 <u>'Ephemeral Art'</u>
<b>Due Date</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	Term 4 Week 10
<b>Outcomes Assessed</b>	<b>4.1, 4.3, 4.8</b>	<b>4.2, 4.6</b>	<b>4.2, 4.7</b>	<b>4.5, 4.6</b>
<b>Outcomes Learned</b>	4.1, 4.3, 4.6, 4.7, 4.8, 4.9, 4.10	4.1, 4.3, 4.6, 4.7, 4.8, 4.9, 4.10	4.1, 4.2, 4.3, 4.4, 4.6	4.1, 4.2, 4.3, 4.4, 4.5, 4.6
<b>Syllabus Components 100%</b>	<ul style="list-style-type: none"> <li>• Graphite Cone/ Oil Pastel Sphere</li> <li>• Patterned Jungle</li> <li>• Modigliani Portrait</li> <li>• Assignment</li> <li>• Visual Art Process Diary</li> </ul>	<ul style="list-style-type: none"> <li>• Preliminary designs</li> <li>• Finished painted monster</li> <li>• Visual Arts Process Diary</li> </ul>	<ul style="list-style-type: none"> <li>• Preliminary designs</li> <li>• Assignment</li> <li>• Finished Graphic Artwork</li> <li>• Visual Art Process Diary</li> </ul>	<ul style="list-style-type: none"> <li>• Preliminary combined sketches</li> <li>• Work-in-progress sculpture</li> </ul>
Artmaking/VAPD <b>60%</b>	15 (7 Elements Artwork) 10 (VAPD)	15 (Ceramic Monster)	10 (Graphic Artwork) 5 (VAPD)	5 (WIP – Ephemeral Sculpture)
Studying Historical/Critical <b>40%</b>	20 (Assignment)	10 (VAPD)	10 (Assignment)	

# 7 VISUAL ART SCOPE AND SEQUENCE PLAN

(100hrs)

**Focus:** Emphasis is on the frames as way of understanding Visual Art. Individual art making units are centred the frames as the basis of understanding expressive representation.

Practice Artmaking, Critical and Historical Studies	<u>'The Seven Elements of Design'</u> An extensive, <b>subjective introduction</b> to Visual Arts, the Elements of Design leading into a series of small works. A sphere and cone study in oil pastel and graphite will be completed. Pattern and line will be covered in the Patterned Rainforest task. Using the <b>Elements of Design</b> students will recreate a Modigliani portrait focusing on cool/warm colours and contour lines.				<u>'Ceramic Monsters'</u> A cultural exploration of <b>monsters and creatures of fantasy</b> . A study of real and abstract, followed by individual responses using ceramics. A focus on the different types of monsters, Eastern, Western, New World and their characteristics. Particular attention is paid to <b>form</b> and <b>texture</b> , utilising slab construction. Final forms are painted using acrylic paints.				<u>'Graphic Illustration'</u> Case study on Australian Post-Modern graphic artist. Students create characters styled like artists', then paint an <b>abstracted background</b> . a large scaled, coloured artwork using watercolour, acrylic paint and later populate their background with characters draw in <b>variety of lines</b> using 'Identi-pen'.				<u>'Ephemeral Sculpture'</u> Students use the specific art of <b>sculpture</b> as a vehicle for exploring the cultural artworks of <b>contemporary and modern Indigenous ephemeral artists</b> . Students are encouraged to design an image that <b>focuses on repetition, pattern</b> and that utilises aspecific site. Various sculpture techniques are explored, as well as post-production documentation.			
Forms	2D – Drawing, Painting				2D – Drawing 3D - Ceramics				2D – Drawing, Painting				2D – Drawing, Photography 3D – Sculpture, Found objects			
Frames	Subjective	Structural	Cultural	Postmodern	Subjective	Structural	Cultural	Postmodern	Subjective	Structural	Cultural	Postmodern	Subjective	Structural	Cultural	Postmodern
Conceptual Framework	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience
Key artists/examples	Picasso, Modigliani, Matisse				Monster8all, Katherine Moraller, James DeRosso				Jeremyville, Murakami				Ian Gentle, Andy Goldsworthy			
Outcomes	<b>4.1, 4.3, 4.6, 4.7, 4.8, 4.9, 4.10</b>				<b>4.1, 4.3, 4.6, 4.7, 4.8, 4.9, 4.10</b>				<b>4.1, 4.2, 4.3, 4.4, 4.6</b>				<b>4.1, 4.2, 4.3, 4.4, 4.5, 4.6</b>			
Assessment	Graphite Cone/ Oil Pastel Sphere Patterned Jungle Modigliani Portrait Assignment Visual Art Process Diary				Preliminary designs Finished painted monster Visual Art Process Diary				Preliminary designs Assignment Finished Illustration Visual Art Process Diary				Preliminary sketches Work-in-progress sculpture Visual Arts Process Diary			
Feedback	Marking criteria Self-evaluation <b>Peer evaluation</b> <b>Oral feedback</b>				<b>Marking criteria</b> Self-evaluation Peer evaluation <b>Oral feedback</b>				<b>Marking criteria</b> <b>Self-evaluation</b> Peer evaluation Oral feedback				<b>Marking criteria</b> Self-evaluation <b>Peer evaluation</b> Oral feedback			

Resources	PowerPoints YouTube Images Handouts	PowerPoints YouTube Images Handouts	PowerPoints YouTube Images Handouts	PowerPoints YouTube Images Handouts
Literacy and Numeracy	Picasso assignment Frames responses Vocabulary Lists CoT Routines Student Self-Evaluations Measuring grids for Modigliani's Measuring out Paint	Frames responses Vocabulary Lists CoT Routines Clay Construction Mixing Paint Translating 2D sketches into 3D designs	Dragons Assignment Frames responses Vocabulary Lists CoT Routines	Frames responses Vocabulary Lists CoT Routines Linotile gridwork Registration of prints
Technology	Internet for assignments YouTube	YouTube	Internet for assignments YouTube	YouTube