



Sydney
Secondary
College
Leichhardt

SYDNEY SECONDARY COLLEGE LEICHHARDT

YEAR 7 ASSESSMENT INFORMATION

Quality, Opportunity, Diversity



Respectful Responsible Learner

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INTRODUCTION

This Handbook includes the assessment schedules for each course of study which students are expected to complete.

Periodic assessment is an important way for students to demonstrate that they have successfully achieved the outcomes of the course being studied. Assessment tasks also allow teachers to find out where students are having problems with course work, concepts and skills so that interventions and explicit teaching can, if necessary, correct student misunderstanding.

All staff at the school will provide support for students in their learning and help inform decisions to overcome problems should they arise. There are some key staff that will have particular responsibilities and interest in the general well-being of students.

These include:

- Classroom Teachers
- Moomba Teachers (to be used like Mentors)
- Head Teachers of all Faculties
- Year Advisers: Daniel Chigwidden and Holly Kamarudin
- Head Teacher Wellbeing: Ms Janine Ahie (Relieving)
- Deputy Principal Year 7: Mr Vince O'Donnell
- Head Teacher Learning and Enhancement: Ms Cheryl Ellis
- Aboriginal Education Officer: Ms Danielle Maslen
- Careers Adviser: Mr Anthony Brien
- School Counsellors: Christie Kenny (Mon, Wed, Thu) Kristina Baker (Tue, Fri)
- Principal: Mrs Tracey Casey

Students should feel confident to seek their advice and guidance should question or issues arise, or simply to clarify issues if uncertain.

Parents are also welcome to contact the school if they have concerns regarding their children's academic progress. For general concerns, please contact the Year Advisers. For concerns regarding a particular subject, please contact the Head Teacher of that subject. The Head Teacher's name is listed on the subject assessment schedule.

Mrs Tracey Casey
Principal
February 2022

SSC Leichhardt Campus Assessment Policy

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used to:

- assist student learning
- evaluate and improve teaching and learning programs
- provide information on student learning and progress in a course in relation to the syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement by each student at the end of a course.

Assessment of Learning (summative assessment) - assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment for Learning (formative assessment) involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment as Learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Sydney Secondary College Leichhardt Campus is expected to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding (level of achievement) of the outcomes in a range of different task types
- develop quality assessment tasks and well-constructed marking guidelines
- provide effective feedback to students in relation to their strengths and weaknesses and areas for improvement
- encourage students to take greater responsibility for their own learning
- evaluate and refine teaching programs in response to student performance
- report student achievement to various audiences including parents, employers and others, in ways that meet their needs
- report assessments (satisfactorily completion and grades for Year 10) to the NSW Education Standards Authority NESA.

SSC Leichhardt Campus will develop

- **assessment programs/schedules** that inform students of the
 - number of tasks
 - type of tasks
 - mark value/weighting
 - due dates
- **assessment notifications** ("generally at least two weeks' written notice") that inform students of:
 - the scope of the assessment task
 - the form of the assessment task

- the timing and duration of the task
- the outcomes being assessed
- the marking guidelines/criteria
- **malpractice procedures that inform students of**
 - what malpractice is
 - the penalty if malpractice is proven
- **procedures for maintaining secure records of all marks awarded for assessment tasks**
 - all marks to be stored in the faculty *Sentral* mark book
- **procedures for submission of assessments**
 - campuses may accept submissions using electronic systems such as Edmodo, one note, email or paper submissions. Technology failures will not be a valid excuse for late submission.
- **procedures for late submission and request for extension**
 - penalties will be imposed for late submissions of assessment tasks, if an Illness/Misadventure Application is not accepted by the campus/school. Parents will be informed in writing when a zero mark is awarded.
- **procedures for student absence from tasks and prolonged absences**
 - students will complete the task immediately on return to school at a time arranged with the head teacher/ classroom teacher
 - tasks will be completed, where possible, in isolation from the class cohort
 - In prolonged approved absence an estimate may be given
- **procedures for non-attempt, non-serious attempt and non-submission of an assessment task**
 - non-attempt concerns if there is no evidence of academic engagement with the task
 - non-serious attempt concerns where students write frivolous or objectionable material
 - non-submission concerns the failure to submit a task for marking
 - a zero mark will be awarded for non-attempt, non-serious attempt and non-submission of an assessment task
- **procedures for disability provisions**
 - **Principals** have the authority to decide on, and to implement, **disability provisions** for school-based assessment tasks including examinations. Provisions are provided to ensure that students with a disability are able to access and respond to a task. Campuses should consider implementing disability provisions based on recommendations from their Learning Support Team

'N' determination-Year 10

SSC Leichhardt Campus will inform parents and students about their child's progress.

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

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

Principals may determine that, as a result of absence, the course completion criteria may not be met. Warning letters must relate the student's absence to the non-completion of course requirements.

- parents /guardians will be informed in writing when a student fails to follow NESA course requirements (a, b, c above). This includes when a student is awarded a zero for an assessment task for non-attempt or non-serious attempt or non-submission of an assessment task
- the 'N' Determination (non-completion of course requirements) warning letters outline the specific requirements that have not been met, the action required to redress the situation and the time frame.
- If there is no satisfactory improvement as the year progresses, then an 'N' determination may be recommended. A minimum of two N determination warning letters in any subject may mean that a student will be declared unsatisfactory in that subject and receive an N determination.
- Where a student feels she or he has sufficient grounds to appeal against an 'N' determination/s in a subject(s) because of poor overall attendance or non-compliance with the requirements, then a student can appeal. Students who wish to lodge an appeal are to see the Principal for advice about the required procedures and for information about the final dates for appeals. Appeals are made first at school level and then to NESA. The Principal will consider all information provided by the student and parents about the circumstances relating to student non-performance. NESA has the final say in awarding grades, after the school has made a decision.

Procedures for malpractice, plagiarism, non-attempt, non-serious attempt and non-submission of tasks.

This will be included in the 'additional information' (assessment policy) component of assessment notifications.

Year 10

This is a formal assessment item. Absence due to illness, funeral, family situation, etc. must be supported by a medical certificate, presented to the Head Teacher on the first day of your return to school, irrespective of your timetable for this subject. You must be prepared to attempt the task on the first day of your return to school – i.e., when your medical certificate expires.

If an assessment is submitted after the due date or is a non-attempt or non-serious attempt without a valid reason a mark of zero will be awarded and the student involved will re-attempt the assessment in order to meet course outcomes. **If plagiarism is evident an automatic mark of zero will be given** and the student/s involved will re-attempt the assessment in order to meet course outcomes. Any form of malpractice and misadventure will also result in parental contact by the respective teacher and student/s involved in the **malpractice may be further supported through the 'Leichhardt Way'.**

Years 7-9

This is a formal assessment item. Absence due to illness, funeral, family situation, etc. must be supported by a medical certificate or appropriate documentation, presented to the Head Teacher on the first day of your return to school, irrespective of your timetable for this subject. You must be prepared to attempt the task on the first day of your return to school.

Penalties for unacceptable late submission and non-attempt of assessment are as follows: One day late- 10% of total mark; Two days late- 20% of total mark; Three days late- 30% of total

mark; Four days late- 40% of total mark; Five days late- 50% of total mark; More than five days late- mark of zero. If the work has not been submitted after a week the student/s involved will re-attempt the task in order to meet course outcomes.

If plagiarism is evident an automatic mark of zero will be given and the student/s involved will re-attempt the assessment.

If the assessment is a serious non-attempt or non-attempt noted by both the Teacher and Head Teacher, the student will receive zero and will re-attempt the assessment in order to meet course outcomes. Any form of malpractice and misadventure will also result in parental contact by the respective teacher and student/s involved in the **malpractice may be further supported through the 'Leichhardt Way' behaviour support process.**

Technology issues is not generally accepted as a suitable excuse for late submission.

Assessment for Learning Principles and Practices

At Sydney Secondary Leichhardt Campus, we have adopted the *NESA Assessment for Learning Principles* as the foundation for our assessment practice. It is the responsibility of all teachers at SSCL to familiarise themselves with this document and have a clear understanding of the practical implications for the development, design and preparation of any assessment tasks.

Formative and summative assessment practices give students an opportunity to demonstrate what they know, understand, and can do at a given point in time. These *Assessment for Learning Principles and Practices* must be incorporated into learning at SSCL. They underpin our belief that quality assessment is a critical part of the learning process.

The following *Assessment for Learning Principles* provide the criteria for judging the quality of assessment materials and practises:

- **Emphasises the interactions between learning and manageable assessment strategies that promote learning.** In practice this means:
 - Teachers reflect on the purposes of assessment and on their assessment strategies.
 - Assessment activities allow for demonstration of learning outcomes.
 - Assessment is embedded in learning activities and informs the planning of future learning activities.
 - Teachers use assessment to identify what a student can already do.
 - The quantity of assessment tasks should be sufficient to ensure that students can demonstrate what they know and can do, ensuring that we do not over assess.
 - Consideration must be given to the number of tasks students are required to complete at that time.
 - All assessment tasks MUST go to the Head Teacher for checking.
 - A minimum of two weeks' notification is required for all formal tasks.
 - Holiday breaks cannot be included as part of the (minimum) two-week assessment notification of time.
 - No task is to be undertaken or submitted in the week leading up to examinations (unless negotiated with all students in the course).
 - No task is to be undertaken or submitted in the week after holidays unless there has been at least two weeks' notice prior to the holidays.
- **Clearly expresses for the students and teacher goals of the learning activity.** In practice this means:

- Students understand the learning goals and the criteria that will be applied to judge the quality of their achievement.
 - The task must include the assessment criteria.
 - Students receive feedback that helps them make further progress.
 - Students to complete a submission cover sheet.
 - The task MUST be placed on the SSCL assessment proforma.
- **Reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark.** In practice this means:
 - Teachers use tasks that assess, and therefore encourage, deeper learning
 - The assessment activity and criteria will allow for students to access all marking ranges.
 - Feedback is given in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement.
 - Assessment is an integral component of the teaching and learning process rather than being a separate activity.
 - Students to be awarded an A-E grade based on the standards and course performance descriptors (where applicable; marks are acceptable where applicable).
 - The task may include an explicit literacy and/or numeracy component where appropriate.
- **Provides ways for students to use feedback from assessment.** In practice this means:
 - Feedback is directed to the achievement of standards and away from comparisons with peers.
 - Feedback is clear and constructive about strengths and weaknesses.
 - Feedback is individualised and linked to opportunities for improvement.
 - Feedback must be timely, explicit, and constructive offering guidance for future improvement
 - All tasks must be returned to students within two weeks from the date of submission. This does include school holidays, so a task submitted in the last week or term must be returned the first week of the next term.
- **Helps students take responsibility for their own learning.** In practice this means:
 - Assessment includes strategies for self and peer assessment emphasising the next steps needed for further learning.
 - A copy of the task must be uploaded onto Edmodo (and/or One Note) on the day it is distributed.
- **Is inclusive of all learners.** In practice this means:
 - Assessment against standards provides opportunities for all learners to achieve their best.
 - There are no group marks, students MUST be marked independently on individual components.
 - Assessment activities are free of bias.

Leichhardt Campus School Reports

To inform students, parents and caregivers of student progress, the school issues Semester One reports at the end of Term 2 and Semester Two reports at the end of Term 4.

In each subject, student progress will be indicated on the report in three ways.

1. Overall progress in a course is indicated by an Assessment Grade. This can be done by calculating course marks of student achievement by adding together the marks for the assessment tasks and teacher judgement using the common grade scale for each course.
2. Progress in the learning outcomes will be indicated using the Common Grade Scale:

Achievement Scale	Achievement Description
Outstanding Achievement	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	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	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	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	The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.

3. Other information, including work habits, areas for improvement and how they can be achieved will be included in the teacher comment.

Student Progress Interviews will be held in the school hall on the following dates:

- Year 7- Wednesday 15 June 4.00-7.30 p.m.
- Year 8- Wednesday 22 June 4.00-7.30 p.m.
- Years 9 & 10 – Wednesday 20 July 3.30-7.30 p.m.

Grade Point Average and College Learning plan

In 2021 Sydney Secondary College implemented a College Learning Plan (CLP) to support all students to individually reflect on their academic progress, supporting students to set goals in identified areas of growth in response to their semester reports.

Students will be given a presentation in core class groups in period one of the scheduled day to enable them to contextualise their report and complete a self reflection activity using their individual subject grades, 'Commitment to Learning' descriptors and teacher comments. A Grade point average will be calculated from the students semester one report grades for every subject.

After the initial presentation and self reflection the following periods will involve classes at a time withdrawn to the I-Centre to have a coaching session with a staff member to review the grade point average, set goals and strategies to achieve these goals. Student's grade point average, goals and strategies for success will be recorded in a College Learning Plan in Sentral and will facilitate an ongoing conversation for all students and teachers focused on student identified areas of improvement.

Students will be notified at school of the arrangements for each session.

Dates for College Learning Plan mentoring for Year 7 are:

Term 2 Week 8 - Tuesday 14 June 2022
 - Wednesday 15 June 2022



Sydney Secondary College
Balmain, Leichhardt,
Blackwattle Bay

Student Name:

Core class:

College Grade Average

Your College Grade Average (CGA) enables you to reflect on your personal academic achievement.

Calculating your College Grade Average

Your College Grade Average (CGA) also offers a comparison to how well you are progressing when measured against the cohort (your year group). You will be provided with the average CGA across your entire year group that can then be compared to your CGA. This provides you with a reference point of how much you are either above or below the Year Group's average. Over time this also allows you to monitor your progression when measured against your cohort.

Step 1: List all your grades and then convert them to the number of points they are worth.

Outstanding = A = 5 points

High = B = 4 points

Sound = C = 3 points

Basic = D = 2 points

Limited = E = 1 point

Step 2: Total the points

Step 3: Average the points by dividing the total by the number of subjects you studied.

CALCULATE YOUR CGA

For examples: A student received the following overall grades for the subjects they studied		
Step 1: Convert grades to points		
English	Outstanding	5 points
Science	High	4 points
Maths	Outstanding	5 points
French	Sound	3 points
Music	High	4 points
PDHPE	Limited	1 points
Step 2: Total Points		= 22
Step 3: Average the points		
College Grade Average (CGA) (Number of subjects studied)		22÷6 = 3.66

Subject	Grade	Points
English		
Maths		
Science		
HSIE		
PDHPE		
Technology		
Music		
Visual Art		
Languages		
Drama		
Total number of points =		
CGA (total points÷ number of subjects) =		
Five Word Summary		



Sydney Secondary College
Balmain, Leichhardt,
Blackwattle Bay

Student Name:

Core class:

Report Analysis Reflection Semester 1, 2022

1. Complete using the 'Areas of Learning' from your report

Areas of Learning			
Subject	Grade	Report Comments	
		Positives	Challenges
English			
Maths			
Science			
PDHPE			
HSIE			
Music			
Visual Art			
Technology			
Drama			
Languages			

2. Complete using the Social Development and Commitment to Learning from your report

	English	Maths	HSIE	PDHPE	SCIENCE	Music	Technology	Visual Art	Drama	Languages
Commitment to learning	For each subject write C, U, S or R for: Consistently, Usually, Sometimes or Rarely									
Respects themselves, others and the community										
Acts responsibly and cooperatively in class										
Participates productively in learning										
Completes all coursework (classwork, homework and assessment tasks)										

3. Using the 'Commitment to Learning' table, total the number of 'Consistently', 'Usually', 'Sometimes', and 'Rarely' that you received. Is this reflective of your effort?

Total number from your student profile chart			
Consistently	Usually	Sometimes	Rarely

Assessment illness/misadventure form

This form must be submitted to the appropriate Head Teacher **on the day you return to school** (emailed is acceptable). Please attach any supporting documentation. **Also available on the school website and in hard copy.**

Student name: _____ Year: _____

Class Teacher: _____ Subject: _____

Title of task: _____

Original due date of task: _____

Applications may be in respect of (please select one option):

(A) **illness or injury** – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in an assessment (e.g., influenza, an asthma attack, a cut hand).

OR

(B) **misadventure** – that is, any other event beyond the student's control which allegedly affected the student's performance in an assessment (e.g., death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

Unacceptable grounds for appeal

The application process does **not** cover:

- attendance at a sporting or cultural event, or family holiday
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities.
- disabilities for which the school has already granted disability provisions, unless an unforeseen episode occurs during the assessment period (e.g., a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the Principal.

Note: A student who has suffered an injury such as a broken writing arm immediately before an assessment (e.g., test) will require careful consideration as the student generally will not have had sufficient time to practise with the provision(s) granted.

- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition immediately before or during an assessment period
- matters avoidable by the student (e.g., misreading of timetable; misinterpretation of examination paper).

Parent/caregiver signature: _____ Date: _____

Student signature: _____ Date: _____

This application process is as per NESA expectations and standards. This form, once completed, will be placed in the student's central file.

Head Teacher Use Only:

Supporting evidence (attached): Yes No

Special consideration accepted: Yes No

Action taken: _____

Head Teacher signature: _____ Date: _____

Assessment planning calendar Term 1 2022

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 3 7 Feb						
Week 4 14 Feb						
Week 5 21 Feb						
Week 6 28 Feb						
Week 7 7 Mar						
Week 8 14 Mar						
Week 9 21 Mar						
Week 10 28 Mar						
Week 11 4 Apr						

Assessment planning calendar Term 2 2022

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 25 Apr						
Week 2 2 May						
Week 3 9 May	NAPLAN (Years 7 & 9)		NAPLAN	NAPLAN	NAPLAN	
Week 4 16 May						
Week 5 23 May						
Week 6 30 May						
Week 7 6 Jun						
Week 8 13 Jun						
Week 9 20 Jun						
Week 10 27 Jun						

Assessment planning calendar Term 3 2022

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 18 Jul						
Week 2 25 Jul						
Week 3 1 Aug						
Week 4 8 Aug						
Week 5 15 Aug						
Week 6 22 Aug						
Week 7 29 Aug						
Week 8 5 Sep						
Week 9 12 Sep						
Week 10 19 Sep						

Assessment planning calendar Term 4 2022

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 10 Oct						
Week 2 17 Oct						
Week 3 24 Oct						
Week 4 31 Oct						
Week 5 7 Nov						
Week 6 14 Nov						
Week 7 21 Nov						
Week 8 28 Nov						
Week 9 5 Dec						

**DRAMA
(ENGLISH FACULTY)
HT contact: Ms Stephanie Ward**

Course Content:

Students explore the elements of Drama within the context of play building and at least two other dramatic forms of performance styles. By the end of the course students will need to demonstrate the ability to:

- Make drama that explores a range of imagined and created situations in a collaborative drama and theatre environment.
- Perform devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience.
- Appreciate drama by describing the contribution of individuals and groups in drama using relevant drama terminology.

SCHEDULE OF ASSESSMENT TASKS

Task No	Task	Description	Weighting	Outcomes to be Assessed	Date
1	Mime Performance	Students work in groups to devise a mime scene using sound effects and music. They will reflect on their performance through an in class written reflection.	30%	4.1.1, 4.1.3, 4.2.3, 4.3.1	Term 1 Week 10
2	Play building Performance	Students devise a performance around an exploration of poetry and submit a concept board. They will reflect on their performance through an interview.	35%	4.1.2, 4.1.4, 4.2.1, 4.3.1, 4.3.2	Term 2 Week 10
3	Melodrama Performance	Students create a short film in the style of melodrama and submit a character profile and reflection in class.	35%	4.1.1, 4.1.3, 4.2.2, 4.2.3, 4.3.1	Term 3 Week 10

OUTCOMES ASSESSED

Outcome	Description
4.1.1	identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action
4.1.2	improvises and play builds through group-devised processes
4.1.3	devises and enacts drama using scripted and unscripted material
4.1.4	explores a range of ways to structure dramatic work in collaboration with others.
4.2.1	uses performance skills to communicate dramatic meaning
4.2.2	experiments with performance spaces and production elements appropriate to purpose and audience
4.2.3	explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning.
4.3.1	identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama
4.3.2	recognises the function of drama and theatre in reflecting social and cultural aspects of human experience

ENGLISH
(ENGLISH FACULTY)
HT Contact: Ms Stephanie Ward

Course Content:

In Year 7, students learn to respond to a variety of texts critically, imaginatively and interpretively. They will also learn to construct their own texts with a focus on accuracy, clarity and cohesion. Students will take on roles as both composers and responders in English to discover how textual features and conventions of novels, plays, films, picture books, short stories and advertisements work to shape meaning for different audiences in different contexts. The English program balances explicit teaching of literacy with project-based learning units to support the development of future focused skills such as collaboration, communication, creativity and critical thinking.

SCHEDULE OF ASSESSMENT TASKS

Task No	Task	Description	Weighting	Outcomes to be Assessed	Date
1	Creative Writing	In class – students demonstrate understanding of intertextuality by appropriating and subverting the conventions of traditional fairy tales to create a new story with a moral for a modern teenage audience.	30%	EN4- 3B, EN4-4B, EN4-7D, EN4-8D	Term 1 Week 9
2	Speaking & Creative Representation	In class – Part 1: students perform a poem of their choice that they have memorised and offer an interpretation of the poem. Part 2: Students create an original multimedia poem communicating a clear message which they present to the class.	40%	EN4-1A, EN4-2A, EN4-3B, EN4-4B, EN4-5C, EN4-8D	Term 2 Week 9
3	Critical Writing	In class – students write a book review on their class novel. Selective classes study and compare 2 novels while high potential students in comprehensive classes also have the opportunity to review paired texts.	30%	EN4-1A, EN4-2A, EN4-4B, EN4-5C, EN4-7D	Term 3 Week 8

OUTCOMES ASSESSED

NSW English Syllabus for the Australian curriculum. Stage 4 outcomes.

Outcome	Description
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

**GEOGRAPHY
(HSIE FACULTY)**

HT contact: Ms Lisa Hartemink

Course Content:

In term 1, 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.

In term 2, 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 response to that hazard.

SCHEDULE OF ASSESSMENT TASKS

Task No	Task	Description	Weighting	Outcomes to be Assessed	Due Date
1	Skills and Content Test	Students will complete a test based on the content and skills covered in the Place and Livability topic	60% GK 25% GS 20% GC 15%	GE4-1 GE4-2 GE4-5 GE4-8	Term 2 Week 2
2	Diorama	Students will create a diorama of a landscape	40% GK 15% GS 10% GC 15%	GE4-2 GE4-3 GE4-7 GE4-8	Term 2 Week 7

OUTCOMES ASSESSED

BOSTES NSW Geography Years K-10 Syllabus. Stage 4 outcomes.

Outcome	Description
GE4-1	Locates and describes the diverse features and characteristics of a range of places and environments
GE4-2	Describes processes and influences that form and transform places and environments
GE4-3	Explains how interactions and connections between people, places and environments result in change
GE4-4	Examines perspectives of people and organisations on a range of geographical issues
GE4-5	Discusses management of places and environments for their sustainability
GE4-6	Explains differences in human wellbeing
GE4-7	Acquires and processes geographical information by selecting and using geographical tools for inquiry
GE4-8	Communicates geographical information using a variety of strategies

**HISTORY
(HSIE FACULTY)**

HT contact: Ms Lisa Hartemink

Course Content:

In term 3, students investigate the ancient past with a focus on the 'out of Africa' theory, ancient Australia and the development of ancient societies. Students study a range of sources, including archaeological sources and written source, and the methods used by historians to investigate the past. Students also investigate a historical controversy or mystery that has challenged historians or archaeologists. Finally, students build on their historical research and analysis skills by examining ancient Egypt. Students explain the role of key groups in the society, beliefs, governance and the interactions between the society and its neighbours.

In term 4, students conclude their study of ancient Egypt and then investigate ancient China. Students describe the physical features of China and the ancient Chinese civilisation that developed there. Students use a range of sources to investigate the everyday life, governance and beliefs, as well as significant individuals and dynasties of ancient China.

SCHEDULE OF ASSESSMENT TASKS

Task No	Task	Description	Weighting	Outcomes to be Assessed	Due Date
1	History Mystery Scaffold and Report	Students research a history mystery and use this research to complete the research scaffold. Students then write a report that explains their history mystery	50% HK 20% HK 15% HC 15%	HT4-1 HT4-5 HT4-6 HT4-7 HT4-8	Term 3 Week 6
2	Examinations	Students complete an examination based on all topics studied. They will be assessed on their source analysis skills, understanding of content and communication skills	50% HK 20% HS 15% HC 15%	HT4-2 HT4-4 HT4-5 HT4-9	Term 4 Week 2

OUTCOMES ASSESSED

NSW History Syllabus for the Australian curriculum. Stage 4 outcomes.

Outcome	Description
HT4-1	Describes the nature of history and archaeology and explains their contribution to an understanding of the past
HT4-2	Describes major periods of historical time and sequences events, people and societies from the past
HT4-3	Describes and assesses the motives and actions of past individuals and groups in the context of past societies
HT4-4	Describes and explains the causes and effects of events and developments of past societies over time
HT4-5	Identifies the meaning, purpose and context of historical sources
HT4-6	Uses evidence from sources to support historical narratives and explanations
HT4-7	Identifies and describes different contexts, perspectives and interpretations of the past
HT4-8	Locates, selects and organises information from sources to develop an historical inquiry
HT4-9	Uses a range of historical terms and concepts when communicating an understanding of the past
HT4-10	Selects and uses appropriate oral, written, visual and digital forms to communicate about the past

**LANGUAGES
(LANGUAGES FACULTY)
HT contact: Mr David Springbett**

Course Content:

In Year 7, students are introduced to the study of languages. Students will learn about two European languages and two Asian languages. They will change focus each semester. In their Asian languages semester they will study Chinese for one term and Japanese for one term. In their European languages semester, they will study French for one term and either Italian or Greek for one term. They will complete two assessment tasks for the year. The study of languages in year 7 is about being introduced to the joy of language learning. Students will gain an insight into culture, basic greetings and language structures.

SCHEDULE OF ASSESSMENT TASKS

Task No	Task	Description	Weighting	Outcomes to be Assessed	Date
1	Asian languages - Chinese Let's eat!	Students are to create a short video with subtitles of ordering food in Chinese. Students can film their videos either in a local restaurant or as a role play.	50%	LCH4-1C LCH4-5U LCH4-6U	Term 1 Week 10 or Term 3 Week 9.
2	European languages - French Create a comic book	Create a comic strip in French based on concepts learnt in class.	50%	LFR4-4C LFR4-8U	Term 1 Week 10 or Term 3 Week 9.

OUTCOMES ASSESSED

NESA NSW K-10 Syllabus Stage 4 outcomes:

Outcome	Description
LCH4-1C	Uses Chinese to interact with others to exchange information, ideas and opinions, and make plans.
LCH4-5U	Applies Chinese pronunciation and intonation patterns
LCH4-6U	Demonstrates understanding of key aspects of Chinese writing conventions
LFR4-4C	Applies a range of linguistic structures to compose texts in French, using a range of formats for different audiences
LFR4-8U	Identifies that language use reflects cultural ideas, values and beliefs

MATHEMATICS
(MATHEMATICS FACULTY)
HT contact: Mr Mahmut Yanar

Course Content:

The aim of this course is for students to be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens. In class, students will solve problems in Number and Algebra, Measurement and Geometry, and Statistics and Probability. Teachers will highlight the connections between the areas of mathematics and other disciplines in order to foster students' appreciation of mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning.

SCHEDULE OF ASSESSMENT TASKS

Task No	Task	Description	Weighting	Outcomes to be Assessed	Date
1	Topic Tests	Topic tests linked to outcomes to be assessed	25%	MA4-9NA MA4-4NA MA4-18MG MA4-5NA MA4-10NA MA4-14MG	Term 1 Week 9
2	Half Yearly	Examination based on topics studied during term 1	25%	MA4-9NA MA4-4NA MA4-18MG MA4-2WM MA4-2WM	Term 2 Week 2
3	Task 3	Application of mathematics theory in real life situations	20%	MA4-5NA MA4-6NA MA4-17MG	Term 3 Week 5
4	Yearly	Examination based on topics studied during term 3	30%	MA4-8NA MA4-10NA MA4-11NA MA4-12MG MA4-13MG MA4-1WM	Term 4 Week 1

OUTCOMES ASSESSED NSW Mathematics Syllabus for the Australian curriculum. Stage 4 outcomes.

Outcome	Description
MA4-1WM	communicates and connects mathematical ideas using appropriate terminology, diagrams & 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 units
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, 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

MUSIC
(CREATIVE & PERFORMING ARTS FACULTY)
HT contact: Mr James Raxworthy

Course Content:

Students will study the concepts of Music through the learning experience of performing, composing and listening. Students will learn this within the context of sound sources and organising sound. Students extend their learning about music in the selected topics of: Environmental Music, Rhythm and Notation, The orchestra and Music of Film, TV and Advertising.

- *Performing* as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques on classroom instruments and voices
- *Composing* as a means of self-expression, musical creation and problem solving using traditional and non-traditional notation
- *Listening* as a means of extending aural awareness and communicating ideas about music.

SCHEDULE OF ASSESSMENT TASKS

Task No	Task	Description	Weighting	Outcomes to be Assessed	Semesterised Classes	Stretched Classes
1	Composition	Design an instrument and compose a piece of music using a graphic score.	35%	4.4, 4.5 4.1	S1 Term 1 Week 6 S2 Term 3 week 5	Term 1 Week 8
2	Performance	Perform a basic rock beat on the drum kit and play your choice of piece from the keyboard booklet.	35%	4.3, 4.2 4.9	S1 Term 1 Week 10 S2 Term 3 week 10	Term 2 Week 7
3	Listening Test	Aural identification and discussion of the instruments of the orchestra.	30%	4.8 4.11	S1 Term 2 Week 3 S2 Term 4 week 3	Term 3 Week 7

OUTCOMES ASSESSED

Outcome	Description
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
4.8	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
4.11	Demonstrates an appreciation, tolerance, and respect for the aesthetic value of music as an artform

**PDHPE
(PDHPE FACULTY)
HT contact: Mr Angus Glynne**

Course Content:

Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively

The study of PDHPE provides students with the opportunity to enhance and develop resilience and connectedness and learn to interact respectfully with others. Through PDHPE students develop the skills to research, apply, appraise and critically analyse health and movement concepts in order to maintain and improve their health, safety, wellbeing and participation in physical activity. Students are provided with opportunities to learn to critique and challenge assumptions, attitudes, behaviours and stereotypes and evaluate a range of health-related sources, services and organisations. They develop a commitment to the qualities and characteristics that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice. Students practice, develop and refine the physical, cognitive, social and emotional skills that are important for engaging in movement and leading a healthy, safe and physically active life.

SCHEDULE OF ASSESSMENT TASKS

Task No	Task	Description	Weighting	Outcomes to be Assessed	Date
1	Written letter	Challenges @ High School - Letter to a future Year 7 student on the strategies and skills required during transition and change	30%	PD4-1, PD4-2, PD4-9	Term 1 Week 9
2	Movement and performance	Moving to music - Choreography and performance using the elements of composition	30%	PD4-4, PD4-5 PD4-11	Term 2 Week 9
3	Research task	What is health? Critical and creative thinking research task on the key components in a balanced lifestyle	40%	PD4-4, PD4-7, PD4-8, PD4-10	Term 3 Week 9

OUTCOMES ASSESSED NSW Education Standards Authority PDHPE K-10 Syllabus (2018) Stage 4 outcomes.

Outcome	Description
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.

**SCIENCE
(SCIENCE FACULTY)
HT contact: Mr Will Murton (Relieving)**

Course Content:

The aim of the Year 7 program is to develop students:

- interest in and enthusiasm for science, as well as an appreciation of its role in finding solutions to contemporary science related problems and issues.
- knowledge, understanding of and skills in applying the processes of Working Scientifically
- knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science.

SCHEDULE OF ASSESSMENT TASKS

Task No	Task	Description	Weighting	Outcomes to be Assessed	Due Date
1	Depth Study	Independent research and practical investigation on the topic 'Being a Scientist'	35%	SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS	Term 1 Week 8
2	ProBL	Project Based Learning task on the topic 'Energy'	30%	SC4-4WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	Term 3 Week 6
3	Yearly Exam	Exam covering knowledge and skills	35%	SC4-7WS, SC4-8WS SC4-14LW, SC4-17CW, SC4-12ES	Term 4 Week 1

OUTCOMES ASSESSED

NSW Science Syllabus for the Australian curriculum. Stage 4 outcomes.

Outcome	Description
4WS	identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
5WS	collaboratively and individually produces a plan to investigate questions and problems
6WS	follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
7WS	processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
8WS	selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
9WS	presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
10PW	describes the action of unbalanced forces in everyday situations
11PW	discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
12ES	describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
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
14LW	relates the structure & function of living things to their classification, survival & reproduction
15LW	explains how new biological evidence changes people's understanding of the world
16CW	describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
17CW	explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life

**TECHNOLOGY AND APPLIED STUDIES (Mandatory)
(TAS FACULTY)**

HT contact: Ms Trish Johnson

Course Content:

During the year students will be engaged in the Digital Technologies (**DT**) and Engineering Systems (**ES**) units. In **DT**, students will learn about coding and data analysis as they work in teams to create an experiment using environmental sensors. In **ES**, students will develop learn about engineering by exploring various STEM principles before they creatively designing structures to solve real world problems.

**** Fully enclosed black leather school shoes must be worn for practical lessons**

SCHEDULE OF ASSESSMENT TASKS

Task No	Task	Description	Weighting	Outcomes to be Assessed	Date
1	Skills and Content Quiz	Quizzes in class relating to skills and content related to unit studied	25%	, TE4-3DP, TE4-4DP, TE4-7DI, TE4-8EN	Term 1 Week 11
2	Report Task	Design Folio (DT) or Engineering Report (ES)	25%	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI, TE4-8EN, TE4-10TS	Term 2 Week 2
3	Skills and Content Quiz	Quizzes in class relating to skills and content related to unit studied	25%	, TE4-3DP, TE4-4DP, TE4-7DI, TE4-8EN	Term 3 Week 8
4	Report Task	Design Folio (DT) or Engineering Report (ES)	25%	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI, TE4-8EN, TE4-10TS	Term 3 Week 10

OUTCOMES ASSESSED

Outcome	Description
TE4-1DP	A student designs, evaluates and communicates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP	A student plans, manages and evaluates the production of designed solutions
TE4-3DP	A student selects and safely applies a broad range of tools, materials and processes in the development of quality projects
TE4-4DP	A student designs algorithms for digital solutions and implements them in a general-purpose programming language
TE4- 7DI	A student explains how data is represented in digital systems and transmitted in networks
TE4-8EN	A student explains how force, motion and energy are used in engineered systems
TE4-10TS	A student examines how people in technology related professions contribute to the sustainable and ethical use of technology in the economy, environment and society

VISUAL ARTS
(CREATIVE AND PERFORMING ARTS FACULTY)
HT contact: Mr James Raxworthy

Course Content:

Students will develop their learning about visual arts through critical and historical study as well as making artworks. They will study artworks using the frames, structural, subjective, cultural and post-modern and the conceptual framework.

Students are required to document their art making and art study in their visual arts process diary. Extend their learning about visual arts through critical and historical study as well as making artworks.

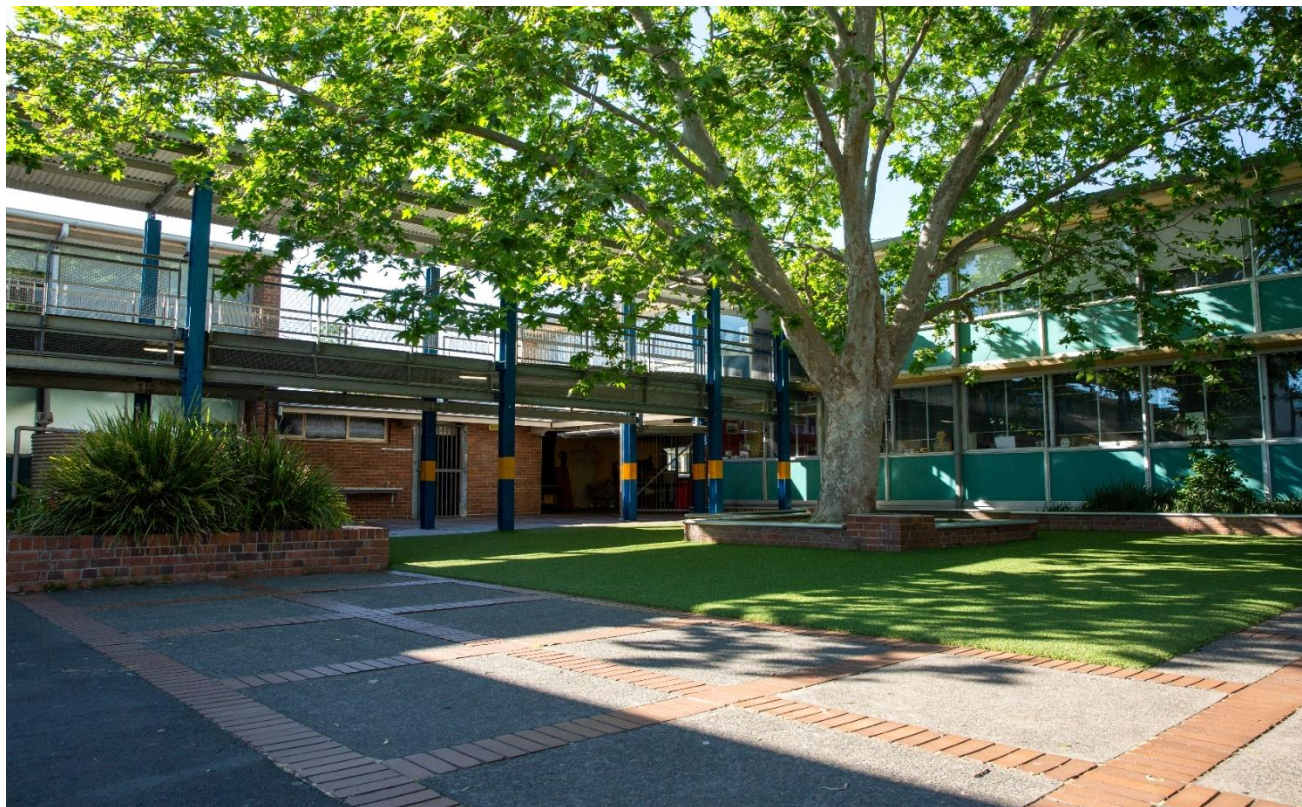
SCHEDULE OF ASSESSMENT TASKS

- Students are assessed throughout the year.
- Each term students submit their art making tasks and visual arts process diary for assessment.
- Each semester students are to complete an assignment.

Task No	Task	Description	Weighting	Outcomes to be Assessed	Date Semesterised	Date Stretched
1	Elements of Art and Design	Structural Frames practical tasks that support learning and understanding of the elements of art and design.	35%	4.1, 4.7	S1: Term 1 Week 6	Term 2 Week 3
					S2: Term 3 Week 6	
2	Research Assignment on the Frames	Research task on studying art related to the Structural and Subjective Frames	30%	4.10, 4.8	S1: Term 1 Week 9	Term 2 Week 9
					S2: Term 3 Week 9	
3	Art Practice	Written and Practical tasks that support learning and understanding of artist practice	35%	4.2, 4.4	S1: Term 2 Week 3	Term 3 Week 8
					S2: Term 4 Week 3	

OUTCOMES ASSESSED

Task no.	Outcome	Description
Task 1 Making	4.1	uses a range of strategies to explore different artmaking conventions and procedures to make artworks
Task 2 Making	4.2	explores the function of and relationships between artist – artwork – world – audience
Task 2 Studying	4.4	recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
Task 1 Studying	4.7	explores aspects of practice in critical and historical interpretations of art
Task 3 Studying	4.8	explores the function of and relationships between the artist – artwork – world – audience
Task 3 Studying	4.10	recognises that art criticism and art history construct meanings



Sydney Secondary College

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