



Sydney
Secondary
College
Leichhardt

SYDNEY SECONDARY COLLEGE LEICHHARDT

YEAR 7 ASSESSMENT INFORMATION 2024

Quality, Opportunity, Diversity



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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 (function as mentors)
- Head Teachers of all Faculties
- Year Advisers: Ms Camila Paredes/ Ms Lauren Williams
- Head Teacher Wellbeing: Ms Janine Ahie (Relieving)
- Deputy Principal Year 7: Mr Vince O' Donnell
- Head Teacher Learning and Enhancement: Ms Cher Ellis
- Aboriginal Education Officer: Ms Danielle Maslen
- Careers Adviser: TBA
- School Counsellors: Ms Kathy Hooper, Ms Libby Ahearn, Ms Jenny Zaman
- Student support officer: Ms Eloise Griffiths
- 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

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 *Senral* mark book
- **procedures for submission of assessments**
 - campuses may accept submissions using electronic systems such as MS Teams, 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 provided or 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
 - for a 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

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 are 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 MS Teams (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- 19 June 2024
- Year 8- 03 July 2024
- Years 9 & 10 – 24 July 2024

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 on their 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 student's semester report grades for every subject.

After the initial presentation and self-reflection the following MOOMBA period will have a coaching session with their Moomba teacher or a wellbeing team 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 9 and Term 3 Week 1- June 26 and July 24

Term 4 Week 9 and 10 – December 11 and 18



Sydney Secondary College
Balmain, Leichhardt,
Blackwattle Bay

Student Name: _____

Year: _____ Semester: _____

College Learning Plan
Student Reflection Sheet
Leichhardt Campus

1. My College Grade Average (CGA)

Outstanding = A = 5 points
High = B = 4 points
Sound = C = 3 points
Basic = D = 2 points
Limited = E = 1 point

Subject	Grade	Points
Total number of points =		
My CGA = <i>(total points ÷ number of subjects)</i>		

2. My areas of strength and areas for growth

Areas of strength
Areas for growth

S	M	A	R	T
 SPECIFIC What do I want to accomplish?	 MEASURABLE How will I know when it is accomplished?	 ACHIEVABLE How can the goal be accomplished?	 REALISTIC Does this seem worthwhile?	 TIMEBOUND When can I accomplish this goal?

3. My 2 draft SMART goals for this Semester

Draft goal #1	Draft goal #2

SECTION BELOW IS TO BE COMPLETED DURING YOUR COACHING SESSION



My SMART goals for Sem __, _____	How I will achieve these
1.	
2.	



Assessment illness/misadventure form

This form must be submitted before 8.50am to the appropriate Head Teacher (for in class exams or hand in assessment tasks) or Deputy Principal (for formal end of year exams) **on the day you return to school** (email is acceptable). Please attach any supporting documentation, including medical certificate for illness. **This form is also available on the school website and in hard copy.**

Student name: _____ Year: _____

Subject and Class Teacher: _____

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/Deputy Principal Use Only:

Supporting evidence (attached): Yes No

Special consideration accepted: Yes No

Action taken: _____

Head Teacher/Deputy Principal signature: _____ Date: _____

Task (tick box)

- Hand in
- In-Class task
- Examination period
- Speech/performance
- Other _____

Assessment planning calendar Term 1 2024

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 3 12 Feb						
Week 4 19 Feb						
Week 5 26 Feb						
Week 6 4 Mar						
Week 7 11 Mar				NAPLAN	NAPLAN	NAPLAN
Week 8 18 Mar		NAPLAN	NAPLAN	NAPLAN	NAPLAN	NAPLAN
Week 9 25 Mar						Good Friday
Week 10 2 Apr		Easter Monday				
Week 11 8 Apr						School closes for Term 1

Assessment planning calendar Term 2 2024

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 29 Apr		School Development Day				
Week 2 6 May						
Week 3 13 May						
Week 4 20 May						
Week 5 27 May						
Week 6 3 Jun						
Week 7 10 Jun		Kings Birthday				
Week 8 17 Jun						
Week 9 24 Jun						
Week 10 01 Jul						School closes for Term 2

Assessment planning calendar Term 3 2024

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 22 Jul		School Development Day				
Week 2 29 Jul						
Week 3 5 Aug						
Week 4 12 Aug						
Week 5 19 Aug						
Week 6 26 Aug						
Week 7 2 Sep						
Week 8 9 Sep						
Week 9 16 Sep						
Week 10 23 Sep						School closes for Term 3

Assessment planning calendar Term 4 2024

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 14 Oct						
Week 2 21 Oct						
Week 3 28 Oct						
Week 4 4 Nov						
Week 5 11 Nov						
Week 6 18 Nov						
Week 7 25 Nov						
Week 8 2 Dec						
Week 9 9 Dec						
Week 10 16 Dec				School closes for Term 4	School Development Day	School Development Day

**YEAR 7 DRAMA
ENGLISH FACULTY
HT CONTACT: Ms Stephanie Ward**

COURSE OUTLINE

Students explore the elements of Drama within the context of play building. 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.

ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes Assessed	Due Date
1	The elements of Drama and Fairy Tales	Students devise a short performance inspired by a fairy tale using performance techniques learnt in class .	50%	4.1.1 4.2.1	Term 2 Week 2
2	Physical Theatre and the Elements of Drama	Students devise a short performance set to music using elements of physical theatre learnt in class .	50%	4.1.2 4.1.3 4.2.3	Term 3 Week 8

COURSE OUTCOMES

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

**YEAR 7 ENGLISH
ENGLISH FACULTY
HT CONTACT: Ms Stephanie Ward**

COURSE OUTLINE

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.

ASSESSMENT SCHEDULE

Task No.	Task	Description	Weighting	Outcomes assessed	Due Date
1	Creative Writing	In class assessment – 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-URB-01 EN4-ECA-01 EN4-URA-01	Term 1 Week 11
2	Speaking & Creative Representation	In class assessment – Part 1: Students create an original multimedia poem communicating a clear message which they present to the class. Part 2: Students provide a verbal analysis of their poem, its techniques and why they used them.	40%	EN4-URA-01 EN4-ECB-01 EN4-URB-01	Term 2 Week 8
3	Persuasive Writing	In class assessment – Students write a persuasive argument in response to a novel studied in class	30%	EN4-URA-01 EN4-URB-01 EN4-ECA-01	Term 3 Week 7

COURSE OUTCOMES

Outcome	Description
EN4-RVL-01	uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
EN4-URA-01	analyses how meaning is created through the use of and response to language forms, features and structures
EN4-URB-01	examines and explains how texts represent ideas, experiences and values
EN4-URC-01	identifies and explains ways of valuing texts and the connections between them
EN4-ECA-01	creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
EN4-ECB-01	uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

**YEAR 7 GEOGRAPHY
HSIE FACULTY
HT contact: Ms Siobhan Christie (Rel.)**

COURSE OUTLINE

In term one, 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 places in Australia.

In term two, students explore landscapes and landforms using examples from Australia and throughout the world. They explain processes that create landscapes and shape individual landforms, and they describe the value of landscapes and landforms to different people. Students examine issues of landscape degradation and ways to manage and protect landscapes and landforms. Students also investigate a natural hazard associated with landscapes and people's responses to that hazard.

ASSESSMENT SCHEDULE

Task No.	Task	Description	Weighting	Outcomes Assessed	Due Date
1	Skills and Content Test	<u>In class assessment</u> Place and Liveability: assessment of Geographical skills, knowledge and understanding and communication	60% GK 25% GS 20% GC 15%	GE4-1 GE4-2 GE4-4 GE4-8	Term 2 Week 2
2	Diorama:	<u>Hand in / online submission</u> Landscapes and Landforms: create a diorama of a landform and label human impacts	40% GK 15% GS 10% GC 15%	GE4-2 GE4-3 GE4-7 GE4-8	Term 2 Week 7

COURSE 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

**YEAR 7 HISTORY
HSIE FACULTY
HT contact: Ms Siobhan Christie (Rel.)**

COURSE OUTLINE

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.

ASSESSMENT SCHEDULE

Task No.	Task	Description	Weighting	Outcomes Assessed	Due Date
1	History Mystery Report	Online submission: Investigating the Ancient Past Students research a history mystery and use this research to complete the research scaffold and 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 7
2	Examination	In class assessment Investigating the Ancient Past and Ancient Egypt Students 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 3 Week 10

COURSE 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

**YEAR 7 MATHEMATICS
MATHEMATICS FACULTY
HT contact: Mr Mahmut Yanar**

COURSE OUTLINE

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 to foster students' appreciation of mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning.

ASSESSMENT SCHEDULE

Task No.	Task	Description	Weighting	Outcomes assessed	Due Date
Semester 1					
1	Maths Online	Online tasks to be completed on a weekly basis.	10%		Term 1 week 4 to Term 2 week 3
2	Topic Tests 1 & 2	Whole Numbers Positive and Negative Integers	20%	MA4-IND-C-01 MA4-INT-C-01	Term 1 Week 5 Term 1 week 9
3	Semester 1 Examination	Examination based on topics studied during term 1	20%	MA4-ANG-C-01 MAO-WM-01	Term 2 week 2
Semester 2					
1	Maths Online	Online tasks to be completed on a weekly basis	10%		Term 2 week 4 to Term 3 week 10
2	Topic Tests 3 & 4	Geometry Fractions and Percentages	20%	MA4-GEO-C-01 MA4-FRC-C-01	Term 2 week 6 Term 3 week 2
3	Semester 2 Examination	Examination based on topics studied during terms 2 and 3	20%	MAO-WM-01 MA4-ALG-C-01 MA4-EQU-C-01 MA4-ARE-C-01 MA4-LIN-C-01	Term 3 week 10

COURSE OUTCOMES

Outcome	Description
MAO-WM-01	Working mathematically
	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA4-INT-C-01	compares, orders and calculates with integers to solve problem
MA4-ALG-C-01	generalises number properties to operate with algebraic expressions including expansion and factorization
MA4-LIN-C-01	creates and displays number patterns and finds graphical solutions to problems involving linear relationships
MA4-ARE-C-01	applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems
MA4-GEO-C-01	identifies and applies the properties of triangles and quadrilaterals to solve problems
MA4-FRC-C-01	represents and operates with fractions, decimals and percentages to solve problems
MA4-IND-C-01	operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws
MA4-LEN-C-01	applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems
MA4-VOL-C-01	applies knowledge of volume and capacity to solve problems involving right prisms and cylinders
MA4-DAT-C-01	classifies and displays data using a variety of graphical representations
MA4-RAT-C-01	solves problems involving ratios and rates, and analyses distance-time graphs
MA4-EQU-C-01	solves linear equations of up to 2 steps and quadratic equations of the form
MA4-PYT-C-01	applies Pythagoras' theorem to solve problems in various contexts
MA4-ANG-C-01	applies angle relationships to solve problems, including those related to transversals on sets of parallel lines
MA4-DAT-C-02	analyses simple datasets using measures of centre, range and shape of the data
MA4-PRO-C-01	solves problems involving the probabilities of simple chance experiments

**YEAR 7 MODERN LANGUAGES
LANGUAGES FACULTY
HT contact: Ms Yasmin Bhamjee**

COURSE OUTLINE

The *Modern Languages K-10 Syllabus* is organised as a framework that can be used to teach any modern language in New South Wales. A modern language refers to any language that is currently in use. Students learn to interact, understand and create texts in the target language; reflect on and understand their own and others' languages, cultures and identity and develop an interest in and enjoyment of language learning. In Year 7, language students will experience a semester each of Chinese and French and explore language learning through engaging and authentic experiences as they expand their linguistic competency and intercultural capability.

ASSESSMENT SCHEDULE (per semester)

Task No	Task	Description	Weighting	Outcomes Assessed	Due Date
1	Access and respond to texts In class assessment	Understand – Reading comprehension	15%	ML4-UND-01	Term 1/3 Week 5
2	Introduction of self and others In class assessment	Interact/ create: Scripted Conversation	20%	ML4- INT-01 ML4-CRT-01	Term 1 Week 9 Term 3 Week 8
3	Multimodal presentation: Online submission	Create a digital annotated personal profile with audio	15%	ML4-CRT-01	Term 2/4 Week 1

COURSE OUTCOMES

Outcome	Description
ML4-INT- 01	exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
ML4-UND-01	interprets and responds to information, opinions and ideas in texts to demonstrate understanding
ML4-CRT-01	creates a range of texts for familiar communicative purposes by using culturally appropriate language

YEAR 7 MUSIC
CREATIVE & PERFORMING ARTS FACULTY
HT CONTACT: Mr James Raxworthy

COURSE OUTLINE

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.

ASSESSMENT SCHEDULE

Task No.	Task	Description	Weighting	Outcomes Assessed	Semesterised Classes	Stretched Classes
1	Composition	In class: Compose a piece of music using a graphic score and perform the piece in a small ensemble.	35%	4.4, 4.5 4.1	S1 Term 1 Week 6	Term 1 Week 9
					S2 Term 3 Week 5	
2	Performance	In class: Perform a selected piece of music from the keyboard booklet.	30%	4.3, 4.2	S1 Term 1 Week 10	Term 2 Week 7
					S2 Term 3 Week 10	
3	Listening Test	In class: Listening test on the instruments of the orchestra and musical notation.	35%	4.8, 4.9	S1 Term 2 Week 3	Term 3 Week 7
					S2 Term 4 Week 3	

COURSE OUTCOMES

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

**YEAR 7 PDHPE
PDHPE FACULTY**

HT contact: Mr Michael Parker

COURSE OUTLINE

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.

ASSESSMENT SCHEDULE

Task no.	Task	Description	Weighting	Outcomes	Due Date
1	Written presentation	Hand in - Challenges @ High School written reflection	30%	PD4-1, PD4-2, PD4-9	Term 1 Week 9
2	Movement and performance	In class - Design, choreograph and performance routine	30%	PD4-4, PD4-10, PD4-11	Term 2 Week 9
3	Multimodal Presentation	Hand in - What is Health Multimodal Presentation	40%	PD4-7, PD4-8	Term 3 Week 9

COURSE OUTCOMES

Outcome	Description
	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 SCIENCE
SCIENCE FACULTY

HT contact: Ms Voula Georgelos

COURSE OUTLINE

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.

ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes Assessed	Due Date
1	Coffee Cups Depth Study	Independent practical investigation focusing on lab skills and the scientific method. In-class, hard copy task.	35%	SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	Term 1 Week 9
2	Energy Efficiency ProBL	Group project-based learning task designing an energy efficient home. In-class and at home completion, online portfolio and physical diorama.	30%	SC4-5WS, SC4-7WS, SC4-9WS, SC4-11PW	Term 3 Week 7
3	Yearly Exam	Examination assessing skills and content from Term One, Two and Three. In-class, hard copy exam.	35%	SC4-8WS, SC4-9WS, SC4-14LW, SC4-16CW, SC4-11PW	Term 4 Week 2

OUTCOMES ASSESSED

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

YEAR 7 TECHNOLOGY AND APPLIED STUDIES (Mandatory)

TAS FACULTY

HT contact: Ms Trish Johnson

COURSE OUTLINE

During the year students will be engaged in the Digital Technologies (**DT**) and Engineering Systems (**ES**) units. In **DT**, students will develop coding skills then individually create a Showcase Folio showing their idea for a digital device that solves a problem. In **ES**, students will learn about engineering principles by exploring bridges. They then find a place in the world where a bridge is needed and individually create an Engineering Report that outlines their proposal for a bridge at that location.

All students will be given the opportunity to demonstrate their learning by completing a group project where they make a digital device that solves a problem (DT) or a model bridge (ES) and presenting at a STEM Showcase.

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

ASSESSMENT SCHEDULE

Task No.	Task	Description	Weighting	Outcomes Assessed	Date TAS 1 & TAS 2
1	Presentation	Showcase Folio (DT) or Engineering Presentation (ES) Online submission	50%	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI, TE4-8EN, TE4-10TS	TAS 1 Term 2 Week 2
2	Presentation	Showcase Folio (DT) or Engineering Presentation (ES) Online submission	50%	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI, TE4-8EN, TE4-10TS	TAS 2 Term 3 Week 10

COURSE OUTCOMES

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

YEAR 7 VISUAL ARTS
CREATIVE & PERFORMING ARTS FACULTY
HT CONTACT: Mr James Raxworthy

COURSE OUTLINE

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.

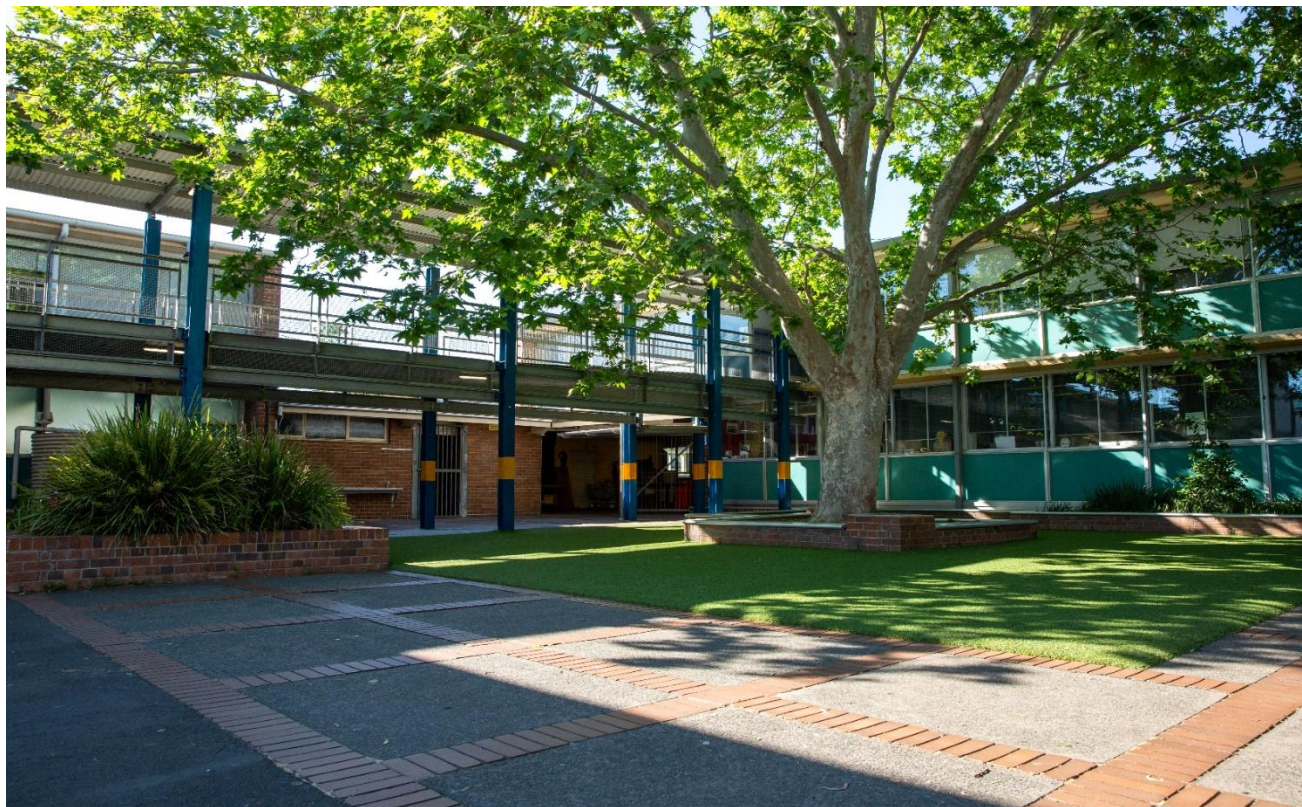
ASSESSMENT SCHEDULE

Task No.	Task	Description	Weighting	Outcomes Assessed	Due Date Semesterised	Due Date Stretched
1	Elements of Art and Design	Hand in: Artists' Practice tasks that support learning and understanding of the elements of art and design via <i>The Scream</i>	30%	4.1, 4.6	S1: Term 1 Week 6	Term 2 Week 3
					S2: Term 3 Week 6	
2	Research Assignment on Conceptual Framework	Online Submission: Research task on studying art related to the Conceptual Framework agencies of artist – artwork – audience – world.	35%	4.8, 4.10	S1: Term 1 Week 9	Term 2 Week 9
					S2: Term 3 Week 10	
3	The Frames portrait	Hand in: Practical task that support learning and understanding of the frames , through the lens of portraiture	35%	4.3, 4.4	S1: Term 2 Week 2	Term 3 Week 8
					S2: Term 4 Week 2	

Each term students submit their art making tasks and visual arts process diary for assessment.

COURSE OUTCOMES

Outcome	Description
4.1	uses a range of strategies to explore different artmaking conventions and procedures to make artworks
4.3	makes artwork 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
4.6	Selects different materials and techniques to make artworks
4.8	explores the function of and relationships between the artist – artwork – world – audience
4.10	Recognises that art criticism and art history construct meanings



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