

# Elizabeth Macarthur High School



Year 7

## Assessment Task Schedule

2025

*"Shaping the future, by pursuing excellence and creating boundless opportunities"*



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# Assessment at Elizabeth Macarthur High School

## What is Assessment?

Teachers at Elizabeth Macarthur High School use a range of informal and formal assessment to measure student achievement of course outcomes; to allow students to demonstrate what they know and can do; to clarify student understanding of concepts and promote deeper understanding; and to provide evidence that informs the ongoing teaching and learning cycle.

As such, it is important that students make the most of the array of opportunities afforded to them through class work and assessment to provide teachers with a holistic picture of their ability and achievement for the purpose of programming and reporting.

## How Can Parents Help at Home?

- Provide an uncluttered, quiet study area free from distractions
- Designate structured weekly study times, including time for preparation of study notes
- Plan for rest and relaxation time, including 8-10 hours of undisturbed sleep each night
- Provide reliable internet access in a public space
- Provide a personal assessment and homework diary
- Make a family calendar to record task schedules and study time

## Awarding Grades

All assessment activity that a student completes provides information about a student's progress, so when a teacher determines a student's grade, they may take into account both formal assessment tasks and informal assessment for learning activities. This occurs in the Stage 4, Stage 5 and Preliminary Stage 6 (Year 11) courses. Teachers award grades according to the relevant NSW Educational Standards Authority (NESA) Syllabus Course Performance Descriptors and Common Grade Scale. Classroom teachers will use their professional judgment to make a final determination of the student's grade.

In the HSC, the school assessment will form 50% of a student's HSC mark. If a student is unable to sit for the HSC examination and their misadventure has been accepted by NESA then the student's HSC mark will be derived from their formal school assessment mark.

### 1.1 Assessment Schedules

An assessment schedule for each subject is provided to students in the Assessment Booklet, containing an outline of all assessment tasks for that year, the weightings of tasks, assessed outcomes and estimated timing within the school calendar.

Students should expect between 2 and 4 formal assessment tasks for each subject. The tasks will form the basis for the reports issued at the end of each semester and therefore they will be designed to assess a range of syllabus outcomes and course content that has been taught in class.

Assessment tasks are compulsory for all students, excluding those completing Life Skill courses (see 1.7). All tasks are important and regardless of the weighting for an individual task, students should do their best to meet the criteria of the task rather than allocate effort based on the weighting.

## **1.2 Written Notification of assessment tasks**

A written notification will be issued for each assessment task (including exams) typically at least two weeks prior to the submission date. Exam notifications will include the topics being assessed, components of the exam, mark range and weighting. Formal assessment tasks will be issued on blue paper in a consistent format, this includes examinations.

It is the student's responsibility to seek the assessment task notification if they are absent when the notification is issued as the assessment task schedule booklet is deemed the first notification. In Stage 6, students are required to formally acknowledge they have received the task by signing the HSC monitoring form or online as part of the HSC monitoring process.

## **1.3 Submission of Assessment Tasks**

Assessment task submission is to occur **before 8.50am** on the due date (excluding in class tasks), this includes all material for speeches and oral presentations. Students should ensure that their name is on each page or item of the submitted task. If a student cannot attend school on the day a task is due, then it is acceptable that a friend or relative submit the task on their behalf to the front office before 8.50am.

Major works and practical assessment submission times will be at the discretion of the Head Teacher and will be printed on the assessment task notification along with details of submission.

Each faculty is responsible for coordinating the process of collecting tasks to ensure accurate recording/receipting of the time and date that the student submits the task. Stage 6 students are required to sign to acknowledge they have submitted the task. Students must complete all tasks to the best of their ability or may be subject to the N-determination process.

Electronic/digital submission will be coordinated by the Head Teacher of the subject. Requirements for digital submission will be clearly stated on the assessment task notification sheet. Ideally, digital submission should be in an appropriate format as directed on the assessment notification. For each assessment task a mark that is relative to the outcomes will be provided. A rank for the task may also be provided.

## **1.4 Formal examinations and in class tasks**

All in class assessment tasks and formal examinations will be completed on the designated day and time. Attendance in each lesson prior to the class task or formal examination is required on the day a task is due. Failure to do this will result in a penalty. The exception to this may be during examination periods for Year 11 and Year 12. In special circumstances where a student cannot attend all lessons on the day, special consideration may be requested by submitting an EMHS Missed/Late/Illness/ Misadventure application (see 1.8). Examinations will NOT be rescheduled for unapproved leave such as family vacations.

## **1.5 HSC Practical, Major Work, Performance and Personal Interest Project (PIP) Submissions**

Schedules of dates for submission of the practical, major work, performance and Personal Interest Project (PIP) component of HSC courses are available to students several months prior to the set date. The completion date refers to the date on which students must stop work on their works/projects and no work must be undertaken after these dates. The student's works/projects are required on the completion date for certification.

## 1.6 Use of Technology - Computers

If a student chooses or is required to prepare and produce work with the use of technology, it is their responsibility to ensure backups and hard copies are made well in advance of the due date of the assessment task. Program and software compatibility are also potential problems and need to be considered in advance. Malfunctions of computer technology, even theft, without evidence of 'work in progress' are NOT valid reasons for the late submission of an assessment task.

## 1.7 The Assessment Program for Life Skills Courses

Students studying Life Skills courses will follow a different assessment program. Each student accessing Life Skills outcomes and content will be assessed on their achievement of the selected outcomes. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement and can occur in a range of situations or environments such as the school and wider community. Evidence of achievement can be based on:

- assessment as learning (where students monitor and reflect on their own learning)
- assessment for learning (such as observation during teaching and learning or work samples)
- assessment of learning (assessment activities specifically designed to assess achievement at particular points).

## 1.8 Extension/ Illness/ Late/ Missed/ Misadventure

In special circumstances where a student is unable to complete or submit the task by the due date then special consideration may be sought in writing from the Head Teacher using the EMHS Extension/ Illness/ Late/ Missed/ Misadventure application form. This form must be lodged with the Head Teacher or relieving Head Teacher. If the task is submitted after the due date and time and a student has not submitted the appropriate documentation, then the appropriate penalty will apply.

**1.8(a) Extension:** Extensions of time are generally only given in special circumstances. These include, but are not limited to, unexpected illness (evidenced by a dated Doctor's Certificate) that extends for a significant period of time prior to the due date as well as school-based activities that adversely impact on the student's ability to meet the requirements of the task. If a student requires an extension for a relevant reason, they must complete the Extension/ Illness/ Late/ Missed/ Misadventure application form and **submit before the due date** (best practice is three days prior) to allow sufficient time for the application to be processed. The decision will be recorded in writing on the application form and communicated to the student.

- Work Placement is NOT considered a valid reason for extension as this is known in advance.
- Non emergency events or holidays are NOT considered approved reasons.
- DoE Accredited Elite Sports Programs include national and international sports organisations which run camps for athletes, and national sports squads in which students have been selected to participate are considered approved reasons.
- Talent identification programs run by the NSW Department of Sport and Recreation and DoE Elite Arts (defined as an opportunity for a student to participate in an event or program that is beyond the gifted and talented opportunities that DoE offers) are considered approved reasons.

**1.8(b) Illness:** If a student is ill and cannot attend on the day of the task or date a task is due, an

Extension/Illness/ Late/Missed/Misadventure application form should be completed with the appropriate 'Independent Evidence of Illness' (e.g. medical certificate issued with correct date of task) with the day and date of the task included. This must be submitted on **the first day back after illness by 8.50am** (do NOT wait until you have that class) to the relevant Head Teacher. An extension of time may be granted, a mark may be awarded based on a substitute task (may be used in extenuating circumstances) or a rank equivalency may be used, at the discretion of the Head Teacher. If a student becomes ill immediately prior or during the assessment task, which significantly diminished their task performance please refer to Misadventure procedures.

**1.8(c) Late:** In special circumstances where a student is unable to complete or submit the task by the due date and time, special consideration for extension or exemption from penalties may be sought in writing from the Head Teacher using the Extension/ Illness/ Late/ Missed/ Misadventure application form. Computer/printer problems are not considered to be an acceptable reason for late submission of an assessment task. When an assessment task is a class test or an examination, a student must attempt the task at the scheduled time. A task, which is an assignment, is considered to be late if it is handed in after the scheduled time. If a student submits the task on the due date but after the specified time, then the appropriate penalty will be applied. This ensures that no student is given an advantage over others by submitting an assessment task after the scheduled time. Where a task is submitted or completed after the due date the Head Teacher will apply the following penalties:

- Late submission of a task for Year 9 to 12 will result in zero mark being recorded for the task.
- Late submission of a task for Year 7 and 8 will result in a 50% of the total task penalty for each day the task is late. Tasks for Year 7 and 8 are not due on a Friday.
- If a student does not attend all periods on the due date the Head Teacher of the faculty concerned will conduct an interview with the student to ascertain whether malpractice or unfair advantage has occurred and whether the results of the assessment and the rank order has been impacted. If so, the Head Teacher may need to moderate the marks accordingly.

**1.8(d) Missed:** In Stages 5 and 6 courses, failure to complete assessment tasks will result in 'N' determination procedures being followed (See 14. 'N' Determination Procedures). This will also result in a zero mark being recorded for the task. Where an assessment task has not been submitted, classroom teachers are responsible for generating a letter to be sent to the student's parents notifying them of the non-submission of the task, including an appropriate and reasonable period of time to rectify the matter and submit the task. Students will be required to submit a missed task or complete an equivalent alternative task in order to meet the requirements for satisfactory completion of the course. A zero mark will still be recorded but the task will be marked and feedback will be given to the student.

**1.8(e) Misadventure:** Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school on the date that a task was due, or an event which hinders the student's ability to complete the assessment task to the best of their ability. For example, a car accident or becoming ill during the assessment. Where a student experiences misadventure for an in class task/exam, they undertake the task in the time remaining and submit an Extension/ Illness/ Late/ Missed/ Misadventure application form, along with evidence including their reasons for the misadventure.

## **1.9 Malpractice**

Malpractice can occur in a number of ways: cheating in an examination, plagiarism (making no change or insignificant changes to a copied sentence), collusion (working with another student, including the sharing or distribution of work), disrupting an examination, or a serious breach of the rules for an examination or task. An assessment task must be the student's own work.

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESAs treat allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA or the HSC. Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrong doing.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the following:

- Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate knowledge, understanding and skills.

Where malpractice has occurred a zero mark will be recorded for the task. The Head Teacher of a subject will make the final determination to record a zero mark and for students in Stage 5 and 6 an 'N' determination warning letter will be sent to the parent(s)/guardian and procedures for an 'N' determination warning will be followed. Where malpractice has occurred, the student will be required to re-attempt the task or complete an equivalent alternative task. The teacher of the subject will determine in writing a reasonable time and the circumstances for this. In Year 12, malpractice will be reported to the relevant Deputy Principal and is recorded on the NESAs Malpractice Register. The Principal's decision around malpractice is final.

### **1.9 (a) Use of AI Technology**

As the submission of work generated by AI (artificial intelligence) is considered academic dishonesty, it falls under the category of malpractice. Any work that appears to have been produced by such technology will undergo further scrutiny which may include a formal interview and the student having to provide evidence that they did not use AI technology to complete the assessment. Students found to have utilised this technology to commit malpractice will be subjected to the same consequences as plagiarism. Please see 1.9 Malpractice

### **1.10 'N' determination Procedures for Non Completion of Course Requirements (Stage 5 & 6)**

Stage 5 and 6 students are bound by the expectations set out in NESAs 'N' determination process for the RoSA and the HSC. NESAs states that satisfactory participation in and completion of a course requires a student to meet the following course completion criteria:

- Follow the course developed or endorsed by the NESAs
- Apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- Achieved some or all of the course outcomes

NESAs also states that students must make a genuine attempt at assessment tasks that contribute **in excess** of 50% of the available marks.

Whilst a particular rate of attendance is not specified for the completion of a course, irregular attendance



can clearly impact on students' application of diligence and sustained effort to the set tasks and experiences for the course. Attendance could thus be a significant factor leading to potential warning letters and ultimately an 'N' determination

#### **1.10 (a) After an 'N' determination warning letter is received.**

If a student does not meet the criteria set out by NESAs for satisfactory participation or completion of a course, subject teachers will issue students with an 'N' determination warning letter. This letter will stipulate the task or work for which the student is required to complete and the original due date of this task/work. The letter will also stipulate a new due date and requirements for how to satisfactorily complete the task/work. It is important for the student to be aware that 'N' determination warning letters are not task specific, they are subject specific and therefore accumulate across tasks/work in any subject.

#### **1.10 (b) Failure to complete work stipulated in the 'N' determination warning letter is received.**

Elizabeth Macarthur High School will offer support to students to address the concerns if they are at risk of being 'N' determined. Students who have been issued with two or more 'N' determination warning letters in one subject will be interviewed as part of the school review process and placed on a contract containing a list of the 'N' determination warnings that are unresolved and the time frame in which they must be completed. The onus is always on the student to follow up with the teacher(s) to find out exactly what needs to be done to meet the requirements of the 'N' determination warning so it can be resolved.

Students who have not complied with the course completion criteria and who have received at least two written warnings (for a course) can be considered as not having satisfactorily completed the course at the time of finalising grades. In this instance the Principal may make a determination of non-completion of course requirements by a student, known as an N Determination. The Principal will undertake a formal interview of the student, making clear the grounds for which the 'N' determination is being applied. The Principal will outline the NESAs appeals process and will provide the student with copies of the N determination warning letters.

If an 'N' determination is applied, it may mean the student is no longer eligible for the HSC or RoSA.

#### **1.10 (c) Non-serious attempt**

A non-serious attempt is considered as failing to submit a reasonable attempt at a task. This may include, but is not limited to, the following:

- Inappropriate written content submitted as part of a task
- Inappropriate behaviour during an examination
- Failure to complete significant sections of an assessment (e.g. only attempting the multiple choice and not attempting extended response questions)

The Head Teacher of a subject will determine whether a task is a non-serious attempt. In the case of a non-serious attempt the 'N' determination procedures will be followed.

### **1.11 Appeals Process**

If a student believes there has been an issue with the assessment 'process', a formal appeal process should be commenced and a formal appeal form should be submitted to the Head Teacher, outlining the grounds for appeal. This appeal should focus on the process of assessment only. If a student intends to lodge an appeal, they must advise their teacher **immediately and they must not leave the classroom** until the teacher has retained a copy of the completed assessment task. The student will then have 24 hours from this notification to lodge an appeal with the Faculty Head Teacher, on the EMHS Appeal Form and with the original assessment task attached. The only areas to be considered in the review are:

- Does the assessment program conform to the NES requirements in respect to components and weightings?
- Has the assessment task sheet been followed and in particular, has the stated values of the task been maintained?
- Have there been any computational errors?

If necessary, an appeals panel may be convened to review the assessment process and to decide whether or not there are justifiable grounds for appeal. The panel may require the student and the teacher to present their views in person before reaching a decision. The panel will consist of a Head Teacher, Year Advisor and Deputy Principal. The final decision rests with the Principal.

**Note: Implementation of draft feedback is not a valid reason for appeal**

### **1.12 Pandemic**

In regard to a pandemic (for example Covid-19) the school must be notified as soon as your isolation period begins. School administration must also be notified as per normal absence procedures (SMS reply, email or phone). As soon as possible, students should contact the teacher or subject Head Teacher and inform them you will not be able to participate in the task due to pandemic restrictions. Complete the Extension/ Illness/ Late/ Missed/ Misadventure application form, with supporting documentation and submit on your first day back at school. The outcome of the Extension/ Illness/ Late/ Missed/ Misadventure application form will be conveyed to the student in a timely manner and any future actions that may be required.

### **1.13 Reporting**

A school report is issued each semester. Reports should reflect the extent to which students have met a range of the outcomes that have been assessed for each subject. Work habits as well as an overall grade will usually be included. Where this is not possible, the report comment may indicate that a grade was not awarded. In Year 12, reports will contain an examination mark (where applicable), rank and overall assessment rank for the course but **not the cumulative assessment mark**. In Years 10-12, where a student has been 'N' determined in a subject, this 'N' determination will be reported upon in the Semester 2 Report.

### **1.14 Confidentiality of Final Mark**

The final HSC assessment mark for each subject is confidential and cannot be given to students.

### 1.15 Tasks that produce invalid or unreliable results

In exceptionally rare circumstances a task might not adequately discriminate between students, in such a case everyone gets the same or similar mark. Sometimes a mark might become invalid or inequitable due to problems associated with its administration. In these circumstances the Head Teacher in consultation with the Deputy Principal of the relevant year group will ascertain the best method to address these issues.

This may include:

- Part of the task may be used to calculate the assessment mark
- The weighting of the task may be reduced and additional weighting added to a future task;
- The original assessment task may be replaced by an additional task. Sufficient written notice will be provided for any additional tasks and if necessary, weightings will be adjusted accordingly.

Students will be notified in writing if any assessment task is deemed to be invalid or unreliable and the course of action that will be taken to rectify this issue. Steps taken to address this issue will not have an adverse impact on individual students or classes so that fairness and equity is maintained.

### 1.16 Feedback to Students

Following a formal assessment task, teachers will provide positive and constructive feedback to students that may identify strengths and weaknesses, correct misunderstandings, state clearly how students can improve and allow students to take an active role in their learning. Tasks should be designed and feedback provided in a way that allows students to improve upon their performance in subsequent tasks.

It is recommended that feedback be given in one or more of the following ways:

- oral discussion with class, groups or individual students
- written annotations on the submitted work
- general comments to the class about those aspects of the activity or task in which students excelled and those aspects that still need addressing
- examples of good responses
- peer evaluation and self-evaluation

Drafts of assessment tasks are encouraged where appropriate. However, a teacher may refuse to provide feedback on a draft if it is received within 7 school days of the due date. **One draft per student** during any assessment period will exist. Refer to the Drafts Procedure.

### 1.17 Disability Provisions

Disability provisions are practical arrangements that enable students with disability to access learning and assessment. Principals have the authority to decide on and to implement disability provisions for school-based assessments and tests. Students who have a diagnosed disability can apply to have this taken into consideration when completing an assessment task at school and the process will be coordinated by the Head Teacher Teaching and Learning.

For the HSC examinations students are required to complete an application for Special Provisions that is submitted to NESAs for approval.

### 1.18 VET Assessment

VET courses are dual accredited. This means they allow students to gain a credential they can use in a vocational pathway beyond school whilst simultaneously contributing to the HSC. Vocational qualifications lead to recognition under the Australian Qualifications Framework (AQF) such as the award of Certificates I, II or III or Statements of Attainment toward one of these credentials. Students undertaking a VET course must meet the requirements of the NSW Education Standards Authority (NESA) for the award of the Higher School Certificate along with TAFE requirements.

**NESA HAS MANDATED WORK PLACEMENT AS A REQUIREMENT OF THE HSC. WORK PLACEMENT HOURS ARE MANDATORY.** All students must complete 35 hours work placement in the HSC course, this is in addition to the 35 hours in the Preliminary Course, a total of **70 hours**. Students must submit to their VET teacher their completed and signed work placement logbook as evidence that they have met this requirement. Teachers will maintain appropriate documentation and notify parents in writing when students are not meeting course requirements and a 'N' determination will be issued. Notification to parents will be timely and provide the opportunity for the issues of concern to be re-addressed as appropriate.

The HSC Examination is independent of competency based assessment. It is optional for students of a 240-hour VET course to sit the HSC exam as it is intended for ATAR purposes only. All students must complete 'two prior exams' before sitting a HSC VET exam. The Year 11 exam will be one of the two prior exams as well as the Trial HSC exam required to formulate the estimate for students in the event of misadventure - this will enable the school to carefully monitor and assist students in this situation.

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages. VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge), these skills and knowledge will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he/ she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible. If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and **ONLY ONE** can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units. Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESAs.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement. Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

### **Further Information**

A copy of the Assessment, Certification and Examination (ACE) Manual is available on the NESAs website (in the Manuals section). The URL is <https://ace.nesa.nsw.edu.au/>



## Student Drafts Procedure

### 1. Rationale:

- 1.1 These procedures are intended to provide guidance and support for staff and students in the completion of written tasks, in order to provide a balance between staff supporting students in creating their best possible work and excessively contributing to their work via draft feedback.

### 2. Aim:

- 2.1 To ensure that the process of drafting assists students in refining their work for the purpose of producing the highest-quality assessment submissions.

### 3. Procedures:

- 3.1 Drafting is encouraged, but not compulsory.
- 3.2 When students request feedback on a draft, they must submit to the teacher as specified by the teacher.
- 3.3 Students are to submit drafts outside of class time.
- 3.4 Teachers will return drafts once completed for student review and application.
- 3.5 Students can submit **one draft** per assessment task to their teacher for feedback.
- 3.6 The cut-off date for the submission of drafts is **7 days** before the task is due, this is to include a weekend for staff to assess the draft and for the student to have time to utilise the feedback.
- 3.7 Assessment Tasks will be issued a minimum of three weeks before the due date.
- 3.8 When requesting feedback in the draft, students will select up to two areas based on the marking criteria. Each criterion will guide the student and teacher in understanding what feedback is to be given.



## Senior Examination Procedures

(For students in Years 10, 11, 12)

### 1. Rationale:

- 1.1. Examinations are an important part of the teaching and learning process. It is appropriate that processes are implemented in order to meet the standards set by the NSW Education Standards Authority (NESA) and the Department of Education (DoE) to establish acceptable codes of conduct for these examinations.

### 2. Aims:

- 2.1 To ensure that all examinations meet the requirements of the NESA.
- 2.2 To provide examinations that are fair and meaningful for all students.
- 2.3 To ensure the examination environment is conducive to high student achievement.

### 3. Procedures:

- 3.1. All students must wear full school uniform when sitting for an examination.
- 3.2. Students should not talk once they enter the examination room.
- 3.3. All mobile phones and electronic devices must be switched off and left in bags in the designated area.
- 3.4. According to HSC rules and procedures, students must remove wristwatches at the start of an examination and leave the watch on their desk in clear view of the examination supervisors.
- 3.5. Upon entering the examination room, all equipment required for the examination must be removed from bags before they are placed in the designated bag storage area. Under no circumstances will students be able to keep their bags with them or access them during the exam.
- 3.6. No equipment may be borrowed from or shared between students during an exam, and any additional equipment required must be obtained from an exam supervisor.
- 3.7. Students must complete examinations in black or blue pen only. Pencil cases must remain in student bags and no correction fluid or correction tape is allowed to be brought into the exam room.
- 3.8. Students are permitted to bring a bottle containing water into the exam room; however, the bottle must be completely clear with no label.
- 3.9. Students who talk or disrupt others during an examination will have their names and the nature of the incident reported to the Deputy and may potentially receive a mark of zero for the examination.
- 3.10. Toilet use: A student must raise their hand and obtain permission from the examination supervisors before leaving their seat. All students will be supervised whilst out of your seat. This is permitted only after the first 30 minutes and before the last 30 minutes of the examination.
- 3.11. Students in Year 11 and 12 are required to stay in the examination room for the duration of the examination.
- 3.12. If a student cannot attend an examination, that student needs to obtain the extension/ illness/ late/ misadventure/ missed application form along with appropriate documentation such as a medical certificate, a subpoena from a court or a death certificate. This documentation must be submitted to the Faculty Head Teacher who coordinates the exams so that a re-scheduled examination can be arranged.
- 3.13. Family holidays and other non-emergencies are not justifiable reasons for being absent from an examination and will result in a zero mark being recorded along with a 'N' determination warning letter.

# EXTENSION / ILLNESS/ LATE / MISSED / MISADVENTURE APPLICATION FORM

## WHEN TO USE THIS FORM

- you are absent from school for a legitimate reason
- you know in advance you are going to be absent from school on the due date
- unforeseen circumstances have prevented you from submitting or completing the task

A medical certificate or relevant documentation should be provided stating clearly: the date of the onset of the illness/ misadventure, additional dates of consultation, a description of the student's symptoms, the duration of the condition and demonstrate how the impact of the illness/misadventure has materially disadvantaged the student.

For extensions of time this form should include the date/s, time, duration and a description with details attached from an independent person where relevant (e.g. police, counsellor, doctor etc.) demonstrating how the student has been materially disadvantaged.

**This form must be returned on the first day back by 8:50am after absence from school to your teacher or Head Teacher in their absence.** Applications for extensions of time for legitimate reasons must be submitted 3 days before the due date to allow sufficient time for the application to be processed.

*Refer to the assessment schedule for detailed information.*

## STUDENT AND PARENT TO COMPLETE THIS SECTION

Read the instructions above. If this space is insufficient, please attach additional documentation.

Tick to indicate the nature of the application: Extension  Illness  Late  Missed  Misadventure

Student's Name: \_\_\_\_\_ Year: \_\_\_\_\_

Subject: \_\_\_\_\_ Teacher: \_\_\_\_\_

Task Name: \_\_\_\_\_ Due Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Reason: Parent to complete Evidence Attached (e.g. Medical Certificate): Yes  No   
(In the case of illness, a medical certificate **must** be attached)

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Name: \_\_\_\_\_ Contact details: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## SCHOOL USE ONLY

Teacher's Recommendation: \_\_\_\_\_

Teacher's Name and Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Head Teacher's Decision: Approved  Declined   
Details: \_\_\_\_\_

HT decision communicated to student on : \_\_\_\_\_

Head Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_



# Appeal Form

Students Name:		Year:
Subject:		
Task:		
Due Date of Task:		Teacher:
Submitted to the HT:		Date:

Summary of Reason for Appeal	
Student Signature:	Date:

Outcome of Appeal	
Approved:	Declined:
Deputy Signature:	Date:
Head Teacher Signature:	Date:
Student Signature:	Date:

**This form must be submitted to the Head Teacher of the Faculty within 24 hours of receiving your result**

## Year 7 2025 – Term One

### Assessment Due Dates

Subject	Week 1A	Week 2B	Week 3A	Week 4B	Week 5A	Week 6B	Week 7A	Week 8B	Week 9A	Week 10B
English										
History										
Languages										
Mathematics										
PDHPE										
Science										
Industrial Arts										
Life Technology										
Visual Arts										

## Year 7 2025 – Term Two

### Assessment Due Dates

Subject	Week 1A	Week 2B	Week 3A	Week 4B	Week 5A	Week 6B	Week 7A	Week 8B	Week 9A	Week 10B
English										
History										
Languages										
Mathematics										
PDHPE										
Science										
Industrial Arts										
Life Technology										
Visual Arts										

## Year 7 2025 – Term Three

### Assessment Due Dates

Subject	Week 1A	Week 2B	Week 3A	Week 4B	Week 5A	Week 6B	Week 7A	Week 8B	Week 9A	Week 10B
English										
History										
Languages										
Mathematics										
PDHPE										
Science										
Industrial Arts										
Life Technology										
Visual Arts										

## Year 7 2025 – Term Four

### Assessment Due Dates

Subject	Week 1A	Week 2B	Week 3A	Week 4B	Week 5A	Week 6B	Week 7A	Week 8B	Week 9A	Week 10B
English										
History										
Languages										
Mathematics										
PDHPE										
Science										
Industrial Arts										
Life Technology										
Visual Arts										



## FORMAL ASSESSMENT SCHEDULE – 2025

### ENGLISH

Year: 7

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>	Task No.	TASK 1	TASK 2
	Task Type	Imaginative Response	Critical Response
	SYLLABUS OUTCOMES	EN4-RVL-01, EN4-URB-01, EN4-ECA-01, EN4-ECB-01	EN4-RVL-01, EN4-URA-01, EN4-URC-01, EN4-ECA-01
COMPONENTS	DATE DUE	Term 1, Week 10	Term 3, Week 10
	IN CLASS OR TAKE HOME	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
Knowledge and understanding of course content	50%	25%	25%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	25%	25%
TOTAL	100%	50%	50%

## STAGE 4 ENGLISH K - 10 SYLLABUS 2024

FOCUS AREA	OUTCOMES
<p style="text-align: center;"><b>Reading, viewing and listening to texts</b></p>	<p><b>A student:</b></p> <ul style="list-style-type: none"> <li>● uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction <b>EN4-RVL-01</b> Related Life Skills outcomes: ENLS-RVL-01, ENLS-RVL-02</li> </ul>
<p style="text-align: center;"><b>Understanding and responding to texts</b></p>	<p><b>A student:</b></p> <ul style="list-style-type: none"> <li>● analyses how meaning is created through the use of and response to language forms, features and structures <b>EN4-URA-01</b> <i>Related Life Skills outcomes: ENLS-URT-01</i></li> <li>● examines and explains how texts represent ideas, experiences and values <b>EN4-URB-01</b> <i>Related Life Skills outcomes: ENLS-URT-02</i></li> <li>● identifies and explains ways of valuing texts and the connections between them <b>EN4-URC-01</b> <i>Related life skills outcomes: ENSL-URT-03</i></li> </ul>
<p style="text-align: center;"><b>Expressing ideas and composing texts</b></p>	<p><b>A student:</b></p> <ul style="list-style-type: none"> <li>● creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas <b>EN4-ECA-01</b> <i>Related Life Skills outcomes: ENLS-EIP-01, ENLS-EIP-02</i></li> <li>● uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts <b>EN4-ECB-01</b> <i>Related Life Skills outcomes: ENSL-EIP-03</i></li> </ul>

<b>Course:</b>	<b>English</b>	<b>Year:</b>	<b>7</b>	<b>Stage:</b>	<b>4</b>
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Term 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<b>Unit of Work</b>	<b>Representation in drama</b>									
<b>Description</b>	Students are introduced to the features of dramatic texts through studying a short play. They examine and develop their understanding of the features and structure of scripts and consider the unique ways in which plays are constructed, staged and performed to create meaning. Students engage in a variety of activities that explore the concept of performance, as well as improving their reading comprehension and fluency.										
<b>Outcomes</b>	EN4-RVL-01, EN4-URB-01, EN4-ECA-01, EN4-ECB-01										
<b>Subject Specific Text</b>	<p><b>Text Type:</b> Drama text - fiction Boy Overboard The Play OR Honey Spot</p> <p><b>Text Experiences:</b> Fictional depiction of Aboriginal and Torres Strait Islander authors, as well as, intercultural and diverse experiences.</p>										
<b>Life Skills Unit of Work</b>	<i>Representation in drama</i>										
<b>Life Skills Outcomes</b>	ENLS-RVL-01, ENLS-URB-01, ENLS-ECA-02										
<b>Assessment Task, Name, Number, Weighting, Outcomes</b>	<p><b>Assessment Task 1</b> Imaginative Response 50%</p> <p>EN4-RVL-01, EN4-URB-01, EN4-ECA-01, EN4-ECB-01</p>										
<b>Reporting</b>	<b>Semester 1:</b> EN4-RVL-01, EN4-URB-01, EN4-ECA-01										



Term 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<b>Unit of Work</b>	<b>Hero's Journey</b>										
	<b>Description</b>	<p><i>Students examine what it means to be a hero and how different types of texts represent the concept of heroism. Students study a set film text as well as a range of short texts, including biographies, short stories, feature articles, and chapter extracts about both fictional and real-world heroes. This supports an understanding of a range of types of texts, developing close reading skills, research skills, and an understanding of how to compose texts that are appropriately structured and logically sequenced. By examining a range of different texts, students will come to understand and appreciate the relationship between context, values, attitudes, beliefs and perspectives that inform the concept of heroism.</i></p>										
	<b>Outcomes</b>	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01.										
	<b>Subject Specific Text</b>	<b>Text Type:</b> Film <b>Text Experiences:</b> Fiction										
	<b>Life Skills Unit of Work</b>	<i>Hero's Journey</i>										
	<b>Life Skills Outcomes</b>	ENLS-RVL-01, ENLS-URB-01, ENLS-ECA-02										
	<b>Assessment Task, Name, Number, Weighting, Outcomes</b>	<b>Formative Assessment</b>										
	<b>Reporting</b>	<b>Semester 1:</b> EN4-RVL-01, EN4-URB-01, EN4-ECA-01										

Term 3		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<b>Unit of Work</b>	<b>Close Study of Fiction</b>										
	<b>Description</b>	<i>The Close Study of Text unit requires students to understand how narrative provides structures for expressing ideas and values. In this unit students will be encouraged to read a text 'selected to challenge thinking, develop interest and promote enjoyment, to prompt a personal response'. The novel study focuses on reading and comprehension. The selected novel is examined through a chosen theme or concept and will examine how the text works to support the theme using features, such as characters, plot and or motif. Students will be encouraged to explore the codes and conventions of prose fiction, narrative features including plot, theme and character, and the distinct stylistic features of prose fiction.</i>										
	<b>Outcomes</b>	EN4-RVL-01, EN4-URA-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01										
	<b>Subject Specific Text</b>	<b>Text Type:</b> Extended Prose Fiction <b>Text Experiences:</b> Fiction										
	<b>Life Skills Unit of Work</b>	<i>Close Study of Fiction</i>										
	<b>Life Skills Outcomes</b>	ENLS-RVL-01, ENLS-URB-01, ENLS-ECA-02, ENLS-ECB-01										
	<b>Assessment Task, Name, Number, Weighting, Outcomes</b>	<b>Assessment Task 2</b> Critical Response 50% EN4-RVL-01, EN4-URA-01, EN4-URC-01, EN4-ECA-01										
	<b>Reporting</b>	<b>Semester 2:</b> EN4-URA-01, EN4-URC-01, EN4-ECB-01										

4		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term	Unit of Work	<b>Poetic Perspectives</b>									
	Description	Students will develop their appreciation of how poetry allows composers to experiment with language, form and style for a specific purpose and audience. They will study a collection of poems by diverse Australian poets and analyse the way the texts affirm or challenge diverse and complex perspectives and experiences. They will evaluate how poetry prompts responders to reflect, make connections and expand their understanding of others and the world. Students are to consider the following questions: How does poetry allow composers to manipulate language, form and style to express complex ideas? Why is poetry an effective way to say something powerful about complex ideas or views? How do Aboriginal authors use poetry in new and innovative ways to represent their perspectives and experiences?									
	Outcomes	EN4-RVL-01, EN4-URA-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01									
	Subject Specific Text	<b>Text Type:</b> Collection of Poetry & a range of types of non-fiction texts <b>Text Experiences:</b> Aboriginal poets which explores intercultural and diverse experiences, as well as a range of cultural, social and gender issues.									
	Life Skills Unit of Work	<i>Poetic Perspectives</i>									
	Life Skills Outcomes	ENLS-RVL-01, ENLS-RVL-02, ENLS-URA-01, ENLS-URC-01, ENLS-ECA-01, ENLS-ECA-02.									
	Assessment Task, Name, Number, Weighting, Outcomes	<b>Formative Assessment</b>									
	Reporting	<b>Semester 2:</b> EN4-URA-01, EN4-URC-01, EN4-ECB-01									



# Formal Assessment Schedule – 2025

## HISTORY

Year: 7

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>	<b>Task No.</b>	<b>TASK 1</b>	<b>TASK 2</b>
	<b>Task Type</b>	Depth Study 2 Assessment task	Depth Study 4 Assessment task
	<b>Syllabus Outcomes</b>	HT4-3, HT4-6, HT4-9 & HT4-10	HT4-4, HT4-7, HT4-8, HT4-9 & HT4-10
	<b>DATE DUE</b>	Term 2, Week 5	Term 3, Week 8
<b>COMPONENTS</b>	<b>IN CLASS OR TAKE HOME</b>	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
Knowledge and Understanding	50%	25%	25%
Historical Inquiry & Communication	50%	25%	25%
<b>TOTAL</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>

<b>Course:</b>	<b>History</b>	<b>Year:</b>	<b>7</b>	<b>Stage:</b>	<b>4</b>
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<b>OBJECTIVES</b>	<b>OUTCOMES</b>
<b>A student develops:</b>	<b>A student:</b>
Students: <ul style="list-style-type: none"> <li>• develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia</li> <li>• develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia.</li> </ul>	Describes the nature of history and archaeology and explains their contribution to an understanding of the past HT4-1
	Describes major periods of historical time and sequences events, people and societies from the past HT4-2
	Describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3
Students: <ul style="list-style-type: none"> <li>• develop skills to undertake the process of historical inquiry</li> </ul>	Identifies the meaning, purpose and context of historical sources HT4-5
	Uses evidence from sources to support historical narratives and explanations HT4-6
	Identifies and describes different contexts, perspectives and interpretations of the past HT4-7
	Locates, selects and organises information from sources to develop an historical inquiry HT4-8
Students: <ul style="list-style-type: none"> <li>• develop skills to communicate their understanding of history</li> </ul>	Uses a range of historical terms and concepts when communicating an understanding of the past HT4-9
	Selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10

# SCOPE & SEQUENCE –2025

TERM 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
Unit of Work		<b>Depth Study 1: Investigating the Ancient Past</b>						<b>Depth Study 2: The Mediterranean World: 2B- Greece</b>				
Description		What is the past?			How do we communicate about the past?			How does geography contribute to a nation's power?		How is power distributed in society?		
Outcomes		<b>HT4-1</b> Describes the nature of history and archaeology and explains their contribution to an understanding of the past <b>HT4-5</b> Identifies the meaning, purpose and context of historical sources <b>HT4-6</b> Uses evidence from sources to support historical narratives and explanations <b>HT4-8</b> Locates, selects and organises information from sources to develop an historical inquiry <b>HT4-9</b> Uses a range of historical terms and concepts when communicating an understanding of the past <b>HT4-10</b> Selects and uses appropriate oral, written, visual and digital forms to communicate about the past						<b>HT4-2</b> Describes major periods of historical time and sequences events, people and societies from the past <b>HT4-3</b> Describes and assesses the motives and actions of past individuals and groups in the context of past societies <b>HT4-6</b> Uses evidence from sources to support historical narratives and explanations <b>HT4-9</b> Uses a range of historical terms and concepts when communicating an understanding of the past <b>HT4-10</b> Selects and uses appropriate oral, written, visual and digital forms to communicate about the past				
Subject specific i.e. Module, Area of study Text etc		<b>How Historians and archaeologists investigate history, including excavation and archival research. Students:</b> Outline the main features of history and archaeology. - Outline the role of historians and archaeologists. - Define the terms and concepts relating to historical time, including BC/AD, BCE/CE. - Describe and explain the different approaches to historical investigation taken by archaeologists and historians. <b>The range of sources that can be used in an historical investigation, including archaeological and written sources. Students:</b> - List a range of sources used by archaeologists and historians in historical investigations.			<b>Students briefly outline (Ancient World Overview)</b> the theory that people moved out of Africa around 60,000 years ago and migrated to other parts of the world. <b>The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as an analysis of unidentified human remains. Students:</b> -Use the process of historical investigation to examine at least ONE historical controversy or mystery. <b>The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources. Students:</b> - Locate and describe a variety of sources for ancient Australia, e.g. animal and human remains, tools, middens, art and stories and sites related to the dreaming. - Investigate what these sources reveal about Australia's ancient past. <b>The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander peoples. Students:</b> - Identify ancient sites that have disappeared or are threatened or have been protected and preserved e.g. Akrotiri, Pompeii, the Pharos Lighthouse, Angkor Wat, Teotihuacan. - Identify some methods of preserving and conserving archaeological and historical remains. - Describe an Australian site which has preserved the heritage of Aboriginal and Torres Strait Islander people. - Using a range of sources, including digital sources, e.g. UNESCO World Heritage criteria for ancient sites, choose ONE site to explain why it is important for a chosen site to be preserved and conserved.			<b>The physical features of the ancient society and how they influenced the civilisation that developed there. Students:</b> - Describe the geographical setting and natural features of the ancient society. - Explain how the geographical setting and natural features influenced the development of the society.		<b>Students briefly outline (Ancient World Overview)</b> - the theory that people moved out of Africa around 60,000 years ago and migrated to other parts of the world. - the evidence for the emergence and establishment of ancient societies, including art, iconography, writing, tools and pottery. <b>Roles of key groups in the ancient society, including the influence of law and religion. Students:</b> - Outline how the ancient society was organised and governed including the roles of law and religion. - Describe the roles of appropriate key groups in the ancient society, e.g. the ruling elite, the nobility, bureaucracy, women and slaves. - Describe the everyday life of men, women and children in the ancient society.		
Life Skills Unit of work		Investigating the Ancient World -Life Skills						Ancient Greece - Life Skills				
Life Skills Assessment Task Name, weighting, number, outcomes		No assessment task for Depth study 1						Ancient Greece - Source Analysis 50% Life Skills HTLS-3, HTLS-8, HTLS-11, HTLS-13				
Life Skills Outcomes		- <b>HTLS-1</b> Recognises personal connections to history - <b>HTLS-7</b> Recognises a variety of historical sources - <b>HTLS-8</b> Uses sources to understand the past - <b>HTLS-10</b> Uses a variety of strategies to locate and select information for an historical investigation - <b>HTLS-11</b> Uses historical terms to describe the past - <b>HTLS-12</b> Investigates the past using historical skills - <b>HTLS-13</b> Selects and uses a variety of strategies to organise and communicate information about the past						- <b>HTLS-2</b> Demonstrates an understanding of time and chronology - <b>HTLS-3</b> Investigates how people lived in various societies from the past - <b>HTLS-4</b> Explores the features of a particular society of time - <b>HTLS-5</b> Recognises the significance of people and events in the past - <b>HTLS-8</b> Uses sources to understand the past - <b>HTLS-11</b> Uses historical terms to describe the past - <b>HTLS-12</b> Investigates the past using historical skills				
Assessment Task Name, Weighting, Number, Outcome		No assessment task for Depth study 1						Assessment Weighting: 50% Assessment Name: Ancient Greece - Source Analysis Task Due: Term 2, Week 5 Outcomes Assessed: HT4-3, HT4-6, HT4-9 & HT4-10				
Reporting outcomes		HT4-1, HT 4-6						HT4-2, HT4-3, HT4-9				

TERM 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10				
Unit of Work	<b>Depth Study 2: The Mediterranean World: 2A- Greece</b>					<b>Depth Study 3: The Asian World - 3B China</b>								
Description	How do nations use their power against others?		How do individuals use their power?			Geographical features	Key groups	Beliefs and values	Contacts and conflicts	Significant individual				
Outcomes	<ul style="list-style-type: none"> <li>- <b>HT4-2</b> Describes major periods of historical time and sequences events, people and societies from the past</li> <li>- <b>HT4-3</b> Describes and assesses the motives and actions of past individuals and groups in the context of past societies</li> <li>- <b>HT4-6</b> Uses evidence from sources to support historical narratives and explanations</li> <li>- <b>HT4-9</b> Uses a range of historical terms and concepts when communicating an understanding of the past</li> <li>- <b>HT4-10</b> Selects and uses appropriate oral, written, visual and digital forms to communicate about the past</li> </ul>					<ul style="list-style-type: none"> <li>- <b>HT4-2</b> Describes major periods of historical time and sequences events, people and societies from the past</li> <li>- <b>HT4-3</b> Describes and assesses the motives and actions of past individuals and groups in the context of past societies</li> <li>- <b>HT4-6</b> Uses evidence from sources to support historical narratives and explanations</li> <li>- <b>HT4-9</b> Uses a range of historical terms and concepts when communicating an understanding of the past</li> <li>- <b>HT4-10</b> Selects and uses appropriate oral, written, visual and digital forms to communicate about the past</li> </ul>								
Subject specific i.e. Module, Area of study Text etc	<b>Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade and peace treaties. Students:</b> <ul style="list-style-type: none"> <li>- Identify contacts and conflicts of peoples within the ancient world.</li> <li>- Describe significant contacts with other societies through trade, warfare and conquest.</li> <li>- Explain the consequences of these contacts with other societies e.g.: developments in trade, the spread of religious beliefs, the emergence of empires and diplomacy.</li> <li>- Explain the legacy of the chosen ancient society.</li> </ul>		<b>The role of a significant individual in the ancient Mediterranean World such as Hatshepsut, Rameses II, Pericles, Julius Caesar or Augustus. Students:</b> <ul style="list-style-type: none"> <li>- Using a range of sources, including digital sources, investigate the role of a significant individual in the ancient Mediterranean world.</li> <li>- Assess the role and significance of the individual chosen: Hatshepsut</li> </ul>			<b>The physical features of the ancient society and how they influenced the civilisation that developed there. Students:</b> <ul style="list-style-type: none"> <li>- Describe the geographical setting and natural features of the ancient society.</li> <li>- Explain how the geographical setting and natural features influenced the development of the ancient society</li> </ul>		<b>Students briefly outline (Ancient World Overview)</b> <ul style="list-style-type: none"> <li>- key features of ancient societies (farming, trade, social classes, religion, rule of law).</li> <li><b>Roles of key groups in the ancient society in this period (such as kings, emperors, priests, merchants, craftsmen, scholars, peasants, women), including the influence of law and religion. Students:</b> <ul style="list-style-type: none"> <li>- Outline the main features of the social structures and government of the ancient society, including the role of law and religion.</li> <li>- Describe the roles of key groups in the society.</li> <li>- Describe the everyday life of men, women and children in the society.</li> </ul> </li> </ul>		<b>The significant beliefs, values and practices of the ancient society, with a particular emphasis on at least ONE of the following areas: warfare, or death and funerary customs. Students:</b> <ul style="list-style-type: none"> <li>- Explain how the beliefs and values of the ancient society are evident in practices related to ONE of the following: <ul style="list-style-type: none"> <li>- Warfare.</li> <li>- Death and funerary customs</li> </ul> </li> </ul>		<b>Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of empires and the spread of philosophies and beliefs. Students:</b> <ul style="list-style-type: none"> <li>- Identify contacts and conflicts of peoples within the ancient Asian world.</li> <li>- Outline significant contacts with other societies, e.g. trade, warfare and conquest.</li> <li>- Explain the consequences of these contacts with other societies, e.g. developments in trade, the spread of philosophies and religious beliefs and the emergence of empires.</li> <li>- Explain the legacy of the chosen Asian society: China.</li> </ul>		<b>The role of a significant individual in the ancient Asian world, for example Chandragupta Maurya, Ashoka, Confucius or Qin Shi Huang Di. Students:</b> <ul style="list-style-type: none"> <li>- Using a range of sources, including ICT, investigate the role of a significant individual in the ancient Asian world.</li> <li>- Assess the role and importance of the individual chosen: Qin Shi Huang Di.</li> </ul>
Life Skills Unit of work	Ancient Egypt - Life Skills					Ancient China - Life Skills								
Life Skills Assessment Task Name, weighting,	TBD					No assessment task for Depth study 3								
Life Skills Outcomes	<ul style="list-style-type: none"> <li>- <b>HTLS-2</b> Demonstrates an understanding of time and chronology</li> <li>- <b>HTLS-3</b> Investigates how people lived in various societies from the past</li> <li>- <b>HTLS-4</b> Explores the features of a particular society of time</li> <li>- <b>HTLS-5</b> Recognises the significance of people and events in the past</li> <li>- <b>HTLS-8</b> Uses sources to understand the past</li> <li>- <b>HTLS-11</b> Uses historical terms to describe the past</li> <li>- <b>HTLS-12</b> Investigates the past using historical skills</li> </ul>					<ul style="list-style-type: none"> <li>- <b>HTLS-2</b> Demonstrates an understanding of time and chronology</li> <li>- <b>HTLS-3</b> Investigates how people lived in various societies from the past</li> <li>- <b>HTLS-4</b> Explores the features of a particular society of time</li> <li>- <b>HTLS-5</b> Recognises the significance of people and events in the past</li> <li>- <b>HTLS-8</b> Uses sources to understand the past</li> <li>- <b>HTLS-11</b> Uses historical terms to describe the past</li> <li>- <b>HTLS-12</b> Investigates the past using historical skills</li> </ul>								
Assessment Task Name, Weighting, Number, Outcomes	Assessment Weighting: 50% Assessment Name: Ancient Greece - Source Analysis Task Due: Term 2, Week 5 Outcomes Assessed: HT4-3, HT4-6, HT4-9 & HT4-10					No assessment task for Depth study 3								
Reporting outcomes	HT4-2, HT4-3, HT4-9					HT4-3, HT4-6, HT4-9								

TERM 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Unit of Work	Depth Study 4: The Western and Islamic World - 4A The Vikings							Depth Study 6: Expanding contacts - 6B The Black Death in Asia, Europe and Africa			
Description	Viking Daily life and society			Viking Expansion and Trade		Individuals		How do belief systems influence reactions to change?	How do changing relations spread disease?		
Outcomes	<ul style="list-style-type: none"> <li>- HT4-3 Describes and assesses the motives and actions of past individuals and groups in the context of past societies</li> <li>- HT4-5 Identifies the meaning, purpose and context of historical sources</li> <li>- HT4-7 Identifies and describes different contexts, perspectives and interpretations of the past</li> <li>- HT4-8 Locates, selects and organises information from sources to develop an historical inquiry</li> <li>- HT4-9 Uses a range of historical terms and concepts when communicating an understanding of the past</li> <li>- HT4-10 Selects and uses appropriate oral, written, visual and digital forms to communicate about the past</li> </ul>							<ul style="list-style-type: none"> <li>- HT4-2 Describes major periods of historical time and sequences events, people and societies from the past</li> <li>- HT4-3 Describes and assesses the motives and actions of past individuals and groups in the context of past societies</li> <li>- HT4-4 Describes and explains the causes and effects of events and developments of past societies over time</li> <li>- HT4-6 Uses evidence from sources to support historical narratives and explanations</li> <li>- HT4-7 Identifies and describes different contexts, perspectives and interpretations of the past</li> <li>- HT4-10 Selects and uses appropriate oral, written, visual and digital forms to communicate about the past</li> </ul>			
Subject specific i.e. Module, Area of study Text etc	<p>Students briefly outline: (Ancient to Modern World Overview)</p> <ul style="list-style-type: none"> <li>- key features of the medieval world (feudalism, trade routes, voyages of discovery, religion, contact and conflict).</li> </ul>	<p>The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society. Students:</p> <ul style="list-style-type: none"> <li>- Locate the Viking homelands.</li> <li>- Identify the geographical features that helped shape Viking society and history.</li> <li>- Using a range of sources, e.g. the Viking sagas, outline key social, cultural, economic and political features of Viking society.</li> <li>- Describe the everyday life of men, women and children in Viking society.</li> <li>- Discuss the role of the Norse gods in Viking society.</li> </ul>	<p>Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion. Students:</p> <ul style="list-style-type: none"> <li>- Explain and assess the impact of the Vikings on subject peoples in England and northern Europe, including the Danelaw.</li> <li>- Discuss the significance of the Norwegian (Viking) and Norman invasions of England in 1066.</li> <li>- Outline what sources reveal about different perspectives on the Vikings, for example those of English monks.</li> </ul>	<p>Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade. Students:</p> <ul style="list-style-type: none"> <li>- Identify the extent of Viking exploration and trade.</li> <li>- Identify the regions conquered and/or settled by the Vikings.</li> <li>- Explain how and why Viking expansion occurred, including developments in weaponry and shipbuilding technologies.</li> <li>- Discuss the theory that Vikings discovered America</li> </ul>	<p>The role of a significant individual in the expansion of Viking settlement and influence. Students:</p> <ul style="list-style-type: none"> <li>- Investigate and assess the role of significant individuals involved in the expansion of Viking settlement and influence, e.g. Erik the Red or Leif Ericson.</li> <li>- Use sources to identify different perspectives on the chosen individual.</li> <li>- Discuss how the Vikings have influenced the world today.</li> </ul>	<p>Students briefly outline:</p> <ul style="list-style-type: none"> <li>- the transformation of the Roman world and the spread of Christianity and Islam.</li> <li>- the emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution, and the Enlightenment).</li> </ul>	<p>Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God. Students</p> <ul style="list-style-type: none"> <li>- Locate the extent of human settlements in 14th-century Asia, Europe and Africa.</li> <li>- Describe the everyday life of men, women and children in the 14th century and life expectancy at this time.</li> <li>- Describe what doctors understood about diseases and their treatment in this period.</li> <li>- Outline what European people believed about religion and the power of God in this period.</li> </ul>				
Life Skills Unit of work	Vikings - Life Skills							The Black Death: Life Skills			
Life Skills Assessment Task Name, weighting, number, outcomes	Vikings Infographic - Life Skills 50%, HTLS6, HTLS-9, HTLS-10, HTLS-11 & HTLS-13							No assessment task for Depth study 6			
Life Skills Outcomes	<ul style="list-style-type: none"> <li>- HTLS-3 Investigates how people lived in various societies from the past</li> <li>- HTLS-4 Explores the features of a particular society of time</li> <li>- HTLS-5 Recognises the significance of people and events in the past</li> <li>- HTLS-7 Recognises a variety of historical sources</li> <li>- HTLS-9 Recognises different perspectives of people, events and issues</li> <li>- HTLS-10 Uses a variety of strategies to locate and select information for an historical investigation</li> <li>- HTLS-11 Uses historical terms to describe the past</li> <li>- HTLS-12 Investigates the past using historical skills</li> <li>- HTLS-13 Selects and uses a variety of strategies to organise and communicate information about the past</li> </ul>							<ul style="list-style-type: none"> <li>- HTLS-2 Demonstrates an understanding of time and chronology</li> <li>- HTLS-3 Investigates how people lived in various societies from the past</li> <li>- HTLS-4 Explores the features of a particular society of time</li> <li>- HTLS-5 Recognises the significance of people and events in the past</li> <li>- HTLS-6 Explores the significance of changes and developments in the past</li> <li>- HTLS-8 Uses sources to understand the past</li> <li>- HTLS-9 Recognises different perspectives of people, events and issues</li> </ul>			
Assessment Task Name, Weighting, Number, Outcomes	<p>Assessment Name: Vikings Infographic Task Assessment Weighting: 50%</p> <p>Due: Term 3 Week 8</p> <p>Outcomes Assessed: HT4-4, HT4-7, HT4-8, HT4-9 &amp; HT4-10</p>							No assessment task for Depth study 6			
Reporting outcomes	HT4-3, HT4-5, HT4-7, HT4-8							HT4-7, HT4-10			



TERM 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11		
Unit of Work Description	Depth Study 6: Expanding contacts - 6B The Black Death in Asia, Europe and Africa						Depth Study 5: The Asia Pacific World - 5C The Polynesian expansion across the Pacific						
Outcomes	How do changing conditions influence society?			How does change affect society?			How do civilisations grow?	How does growth impact the environment?		How does growth impact on society?			
Outcomes	<ul style="list-style-type: none"> <li>- HT4-2 Describes major periods of historical time and sequences events, people and societies from the past</li> <li>- HT4-3 Describes and assesses the motives and actions of past individuals and groups in the context of past societies</li> <li>- HT4-4 Describes and explains the causes and effects of events and developments of past societies over time</li> <li>- HT4-6 Uses evidence from sources to sources to support historical narratives and explanations</li> <li>- HT4-7 Identifies and describes different contexts, perspectives and interpretations of the past</li> <li>- HT4-10 Selects and uses appropriate oral, written, visual and digital forms to communicate about the past</li> </ul>						<ul style="list-style-type: none"> <li>- HT4-2 Describes major periods of historical time and sequences events, people and societies from the past</li> <li>- HT4-4 Describes and explains the causes and effects of events and developments of past societies over time</li> <li>- HT4-6 Uses evidence from sources to sources to support historical narratives and explanations</li> <li>- HT4-7 Identifies and describes different contexts, perspectives and interpretations of the past</li> <li>- HT4-9 Uses a range of historical terms and concepts when communicating an understanding of the past</li> <li>- HT4-10 Selects and uses appropriate oral, written, visual and digital forms to communicate about the past</li> </ul>						
Subject specific i.e. Module, Area of study Text etc	<b>The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease. Students:</b> <ul style="list-style-type: none"> <li>- Outline the extent of trade between Europe and Asia in the 14th century.</li> <li>- Explain how trade and travel contributed to the outbreak and spread of the Black Death.</li> </ul>		<b>The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries. Students:</b> <ul style="list-style-type: none"> <li>- Describe the causes and symptoms of the Black Death.</li> <li>- Use sources to identify common treatments of the disease and discuss their effectiveness.</li> <li>- Outline responses of social groups to the spread of the disease, including flagellants and the impact on monasteries.</li> </ul>		<b>The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague. Students:</b> <ul style="list-style-type: none"> <li>- Assess the impact of the Black Death on Asian, European and African societies.</li> <li>- Using a range of sources, discuss different interpretations of the impact of the Black Death on European society.</li> </ul> <b>Other immediate and long-term effects of the Black Death, including labour shortages, peasant uprisings, the weakening of feudal structures, and increased social mobility. Students:</b> <ul style="list-style-type: none"> <li>- Describe short-term and long-term effects of the Black Death on medieval societies.</li> <li>- Assess the role of the Black Death in breaking down the feudal system in Europe</li> </ul>		<b>Theories about the origin and spread of Polynesian settlers throughout the Pacific. Students:</b> <ul style="list-style-type: none"> <li>- Identify the geographic extent and natural features of Polynesia.</li> <li>- Outline theories about the origin and spread of Polynesian settlers throughout the Pacific.</li> <li>- Locate the Pacific regions settled by the Polynesians.</li> <li>- Describe the different societies of Polynesia.</li> </ul>		<b>The way Polynesian societies used environmental resources (sustainably and unsustainably), including the extinction of the moa in New Zealand, the use of religious/supernatural threats to conserve resources, and the exploitation of Easter Island's palm trees. Students:</b> <ul style="list-style-type: none"> <li>- Describe key environmental resources of Polynesian societies.</li> <li>- Students assess Polynesian uses of environmental resources in this period, including: <ul style="list-style-type: none"> <li>- The extinction of the moa in New Zealand.</li> <li>- The use of religious/supernatural threats to conserve resources.</li> <li>- The exploitation of Easter Island's palm trees.</li> </ul> </li> </ul>		<b>The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of ariki and related tribal roles in Maori and in Rapa Nui society. Students:</b> <ul style="list-style-type: none"> <li>- Describe everyday life in ONE Polynesian society during this period.</li> <li>- Describe key political features of ONE Polynesian society.</li> <li>- Explain key economic activities of ONE Polynesian society.</li> </ul>		<b>The cultural achievements of ONE Polynesian society, such as the Ta moko, the haka and hangi in Maori society and/or the moai constructed on Easter Island. Students:</b> <ul style="list-style-type: none"> <li>- Using a range of sources, describe the cultural achievements of ONE Polynesian society, such as the role of the ariki and related tribal roles in Maori and Rapa Nui society (Easter Island).</li> </ul>
Life Skills Unit of work	The Black Death :Life Skills						The Polynesian expansion: Life Skills						
Life Skills Assessment Task Name, weighting, number, outcomes	No assessment task for Depth study 6						No assessment task for Depth study 5						
Life Skills Outcomes	<ul style="list-style-type: none"> <li>- HTLS-2 Demonstrates an understanding of time and chronology</li> <li>- HTLS-3 Investigates how people lived in various societies from the past</li> <li>- HTLS-4 Explores the features of a particular society of time</li> <li>- HTLS-5 Recognises the significance of people and events in the past</li> <li>- HTLS-6 Explores the significance of changes and developments in the past</li> <li>- HTLS-8 Uses sources to understand the past</li> <li>- HTLS-9 Recognises different perspectives of people, events and issue</li> </ul>						<ul style="list-style-type: none"> <li>- HTLS-2 Demonstrates an understanding of time and chronology</li> <li>- HTLS-6 Explores the significance of changes and developments in the past</li> <li>- HTLS-8 Uses sources to understand the past</li> <li>- HTLS-9 Recognises different perspectives of people, events and issues</li> <li>- HTLS-11 Uses historical terms to describe the past</li> <li>- HTLS-12 Investigates the past using historical skills</li> <li>- HTLS-13 Selects and uses a variety of strategies to organise and communicate information about the past</li> </ul>						
Assessment Task Name, Weighting, Number, Outcomes	No assessment task for Depth study 6						No assessment task for Depth study 5						
Reporting outcomes	HT4-7, HT4-10						HT4-4, HT4-7						



# Formal Assessment Schedule – 2025

Spanish

Year: 7

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>	<b>Task No.</b>	<b>TASK 1</b>	<b>TASK 2</b>
	<b>Task Type</b>	Spanish Culture Presentation	Spanish Role Play
	<b>Outcomes</b>	ML4-INT-01, ML4-UND-01, ML4-CRT-01	ML4-INT-01, ML4-UND-01, ML4-CRT-01
<b>COMPONENTS</b>	<b>DATE DUE</b>	Term 2 WK 3	Term 4 WK 2
	<b>IN CLASS OR TAKE HOME</b>	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
Communicating	45%	25%	20%
Understanding	55%	25%	30%
<b>TOTAL</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>

Subject – LOTE - Spanish

Stage 4

Year: 7

<b>OBJECTIVES</b>	<b>STAGE 4 OUTCOMES:</b>
<b>A student develops:</b>	<b>A student:</b>
<b>Interacting</b>	LSP4-1C: Uses Spanish to interact with others to exchange information, ideas and opinions, and make plans
<b>Accessing and responding</b>	LSP4-2C: Identifies main ideas in, and obtains information from texts
	LSP4-3C Organises and responds to information and ideas in texts for different audiences
<b>Composing</b>	LSP4-4C Applies a range of linguistic structures to compose texts in Spanish, using a range of formats for different audiences
<b>Systems of language</b>	LSP4-5U Applies Spanish pronunciation and intonation patterns

Course: Stage 4 Spanish												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
Term 1	<b>Unit of Work</b>	Introduction to Spanish: Geography / Language & Culture				Greetings & Basic Communication			Introduction to grammatical structures			
	<b>Description</b>	Year 7 programs	Finding out where Spain and Latin America are in the world. Name Spanish speaking countries in Europe, Central and South America, the Caribbean and Africa. Identify the capital cities of Spanish speaking countries. Natural vs manmade landmarks			Greetings, alphabet and combination sounds  Numbers, days, months and seasons			Definite article, auxiliary verbs, nouns and adjectives  Spanish Culture Assessment task 1 distributed to students' week 10.			
	<b>Outcomes</b>	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										
	<b>Syllabus Specific Dot points</b>	<ul style="list-style-type: none"> <li>recognise that Spanish is both a local and global language, for example: (ACLFU107) – recognising that Spanish is an important world language spoken with a variety of accents in many countries – e.g. Argentina, Chile, Colombia, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Mexico, Panama, Paraguay, Spain and Uruguay –and regions of the world such as Latin America and the Caribbean</li> <li>understand that Spanish serves different functions within the Spanish speaking world – e.g. as an <i>idioma oficial, idioma comunitario, idioma diplomático y cultural</i> – mapping and comparing variations in forms and expressions of Spanish language in different geographical contexts and comparing diversity in accents and vocabulary in Spanish-speaking communities with similar diversity in the use of English within and beyond Australia</li> </ul>		<ul style="list-style-type: none"> <li>interact with peers and known adults on topics of interest, for example: (ACLFRC091, ACLFC093)</li> <li>exchanging greetings with different people in various contexts, e.g. <i>Hola, señor Lenoir. ¿Cómo está usted? ¿Hola Pedro como estas? ¿Bien gracias y usted? ¿No etoy mal y tu? ¡Adiós, señor Lenoir! ¡Hasta luego! Hasta pronto</i></li> <li>following teacher instructions and participating in class routines by responding to requests, commands and asking for permission, e.g. <i>Hola clase. ¡Síntesis! ¡Silencio! ¡Abran sus libros en la página 10! Señal/a, ¿puedo/puedo ir al baño?</i></li> <li>interacting in Spanish to perform classroom tasks e.g. <i>¡Haz clic en la imagen del castillo! ¡Elige la forma negativa, copia, responde las preguntas!</i></li> <li>understand elements of Spanish grammar, including the systematic nature of verb conjugation, for example: (ACLFU103)</li> <li>using numerals including cardinal, ordinal, dates and time</li> <li>understand how language use varies according to context and the relationship between participants, for example: (ACLFU105)</li> <li>understanding that language use may vary according to the intended audience – recognising that Spanish is used differently in different situations and for different relationships, eg casual conversation between friends, polite interactions between strangers in shops, and respectful/authoritative exchanges between teachers and students – varying basic phrases according to relationship, age and familiarity, eg using 'hola' to friends but 'buenos dias profesor/a' to teachers</li> </ul>			<ul style="list-style-type: none"> <li>engage in collaborative activities that involve planning and making arrangements, for example: (ACLFRC092)</li> <li>participating in a class activity, e.g. word, board or electronic game, using set phrases in Spanish</li> <li>using online learning tools to create a rap song about greetings, days of the week or numbers</li> <li>compose informative and imaginative texts in spoken, written and multimodal forms for a variety of purposes and audiences, using stimulus materials and modelled language, for example: (ACLFRC095, ACLFC096) – writing a greeting card to a friend to say 'hello', or wish them 'Happy Birthday'</li> <li>locate information and identify gist in a range of spoken, written and digital texts, for example: (ACLFRC94)</li> <li>collecting information online and in print about different vocabulary topics, e.g. classroom objects, animals, family, food and drink and create a display/word wall with names and captions</li> </ul>			<ul style="list-style-type: none"> <li>create bilingual texts and resources for the classroom, for example: (ACLFRC099)</li> <li>creating bilingual flashcards for peers to learn new vocabulary, e.g. <i>familia, transporte, comida</i></li> <li>creating a phrasebook that includes key vocabulary and phrases learned in a unit of work</li> <li>creating written or digital bilingual resources to support their language learning, e.g. captions for a photo story or display, glossary or a personal Spanish-English dictionary</li> <li>recognise how Spanish influences and is influenced by factors such as technology, and other languages and cultures, for example: (ACLFU106)</li> <li>recognising that the Spanish language borrows and adapts words and expressions from English and other languages, e.g. <i>le sketch, le clown, le sushi</i></li> <li>understanding that some international Indigenous languages and many Aboriginal and Torres Strait Islander languages are growing and adapting, while others are endangered, being revitalised, or blending with other languages</li> <li>understanding that languages and cultures change continuously due to contact with each other and in response to new ideas and developments in communications and technology <i>la mundialización</i></li> <li>recognising that the Spanish language has borrowed English words of Aboriginal origin and adapted them, e.g. <i>canguro, cucaburra, coala, barramundi</i></li> <li>recognising that many Spanish words relating to technology have been borrowed and adapted, e.g. <i>escáner, módem, navegar por la red, Internet, sitio web</i></li> </ul>		
	<b>Grammatical Dot Points</b>	<ul style="list-style-type: none"> <li>recognise and use features of the Spanish sound system, including pitch, accent, rhythm and intonation, for example: (ACLFU102)</li> <li>understanding that the Spanish alphabet has vowels with accents as well as a 'ú, é, í, ó, ú'</li> <li>understanding the vowel system in Spanish, including nasalised vowels, eg 'lleno', 'bien', and semi-vowels, e.g. 'familia', 'sí'</li> <li>pronouncing sounds correctly, e.g. 'll' and 'r' and identifying the silent 'h'</li> <li>developing awareness of Spanish sounds, rhythms and intonation patterns, including those with no English equivalents, such as 'j', 'll', 'che' and 'c'ión'</li> <li>distinguishing vowel sounds, such as recognising the distinctions between nasal vowel sounds, e.g. <i>cinco, agradable, comer, entre, incluyendo, dulces, and experimenting with pronunciation of consonant-vowel combinations, such as using tongue-twisters, e.g. un cazador que sabe cazar... seiscientos seis salchichas suizas...</i></li> <li>using the Spanish alphabet for spelling out names or expressions, recognising similarities and differences to English and using correct terminology for accents, e.g. <i>acento agudo, edilla, acento circunflejo</i></li> <li>understand elements of Spanish grammar, including the systematic nature of verb conjugation, for example: (ACLFU103)</li> <li>recognising and using locative prepositions, such as 'de', 'en', 'entre' when describing where people live, e.g. <i>Juan Carlos vive en Barcelona, España, mi novia Celia vive en Cuba, la familia de Juan vive en una granja.</i></li> <li>building metalanguage to talk about grammar and vocabulary, e.g. <i>las formas negativas, interrogativos, masculino, femenino, singular, plural, and comparing with equivalent English terms</i></li> <li>recognising similarity in standard word order with English and understanding that word order can vary</li> </ul>										
	<b>Life Skills Unit of Work</b>	MLLS-INT-01, MLLS-UND-01, MLLS-CRT-01										
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	N/A										
	<b>Reporting</b>	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										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
<b>Unit of Work</b>	Me and my family and all the things we do together											
<b>Description</b>	Personal identification Name, surname, address, birthdate, etc... Physical and personality descriptions (nouns and adjectives)			Family Vocab Possessives				Family Descriptions				
<b>Outcomes</b>	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											
<b>Syllabus Specific Dot Points</b>	<ul style="list-style-type: none"> <li>locate information and identify gist in a range of spoken, written and digital texts, for example: (ACLFRC94)</li> <li>locating specific information from print and an audiovisual text, e.g. timetable, calendar, family tree, advertisement, sign</li> <li>gathering information about places, people or events in Spanish contexts and cultures, and using it to build timelines, itineraries or profiles</li> </ul>		<ul style="list-style-type: none"> <li>interact with peers and known adults on topics of interest, for example: (ACLFRC091, ACLFRC093)</li> <li>exchanging personal details with real or imaginary visiting students from a Spanish-speaking country or a buddy school, eg name, age, birthday, phone number, email address and family members</li> <li>respond in English or Spanish to information and ideas in a variety of spoken, written and digital forms for specific contexts, for example: (ACLFRC096)</li> <li>obtaining information about people in Spain or Latin America or a Spanish speaking country, and using the information to create a profile, e.g. nombre, edad, familia, aficiones, materias escolares</li> </ul>			<ul style="list-style-type: none"> <li>locate information and identify gist in a range of spoken, written and digital texts, for example: (ACLFRC94)</li> <li>listening to a short spoken text with some unfamiliar language and identifying the speakers and the setting</li> <li>recognise their own and others' ways of expressing identity, reflecting on the relationship between language, culture and identity, for example: (ACLFRC100, ACLFRC101)</li> <li>comparing aspects of identity that may be important across cultures, e.g. state, country, ethnic group, language, age and position in family</li> </ul>		<ul style="list-style-type: none"> <li>understand elements of Spanish grammar, including the systematic nature of verb conjugation, for example: (ACLFRC103)</li> <li>expressing ownership through the use of singular and plural possessive adjectives, e.g. mis ojos, su pelo, tu madre, sus amigos</li> </ul>		<ul style="list-style-type: none"> <li>compose informative and imaginative texts in spoken, written and multimodal forms for a variety of purposes and audiences, using stimulus materials and modelled language, for example: (ACLFRC095, ACLFRC096)</li> <li>writing a simple email to a host family in a Spanish-speaking country, providing personal information, likes and interests</li> </ul>		
<b>Grammatical Dot Points</b>	<ul style="list-style-type: none"> <li>recognise and use features of the Spanish sound system, including pitch, accent, rhythm and intonation, for example: (ACLFRC102)</li> <li>recognising differences in intonation and rhythm between statements, questions and commands, e.g. Escuchas la canción. ¿Estás escuchando la canción? ¡Escucha la canción!</li> <li>using appropriate intonation for common fillers, interjections and responses, e.g. por ejemplo eh? bueno, bueno... ¿no? ¡Ay!, ¡Ay!, ¡Yippe! Caramba ...</li> <li>understand elements of Spanish grammar, including the systematic nature of verb conjugation, for example: (ACLFRC103)</li> <li>using and understanding nouns as core elements of sentence structure to identify people and things, singular and plural regular forms, gender exceptions, e.g. perro, perros, gomas de borrar, ratón</li> <li>using definite and indefinite articles, e.g. el, uno, una, de – using plural forms, e.g. el perro/perros, una mujer/mujeres, including some irregular plural forms, e.g. por ejemplo, ojo/ojos, nariz/narices, animal/animales</li> <li>understanding that adjectives agree in number and gender with the noun, e.g. estudiantes inteligentes, buenos estudiantes, and that desde changes to de if the adjective precedes the noun</li> <li>understand how language use varies according to context and the relationship between participants, for example: (ACLFRC105)</li> <li>comparing language use and other aspects of communication in informal exchanges, eg Un partido de fútbol – ¡Vamos vamos! and informal communication, e.g. Bienvenido a nuestra escuela.</li> </ul>											
<b>Life Skills Unit of Work</b>	MLLS-INT-01, MLLS-UND-01, MLLS-CRT-01											
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<p>Assessment: Spanish Culture Assessment Task 1 - 50% Due Date: Term 2, Week 2</p> <p>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</p>											
<b>Reporting</b>	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											

Term  
2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10				
<b>Unit of Work</b>	In class at school and Free time at home													
<b>Description</b>	Free Time – likes and dislikes				School subjects and routines			Family/work routines						
<b>Outcomes</b>	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													
<b>Syllabus Specific Dot Points</b>	engage in collaborative activities that involve planning and making arrangements, for example: (ACLFRC092) – issuing, accepting and declining invitations, adjusting language to suit formal or informal contexts, e.g. ¿Estás libre el próximo sábado? Quieres ir a la..., te invito. No estoy libre. ¿Es posible el domingo? Tengo un gran placer en invitarle.	– interact with peers and known adults on topics of interest, for example: (ACLFRC091, ACLFRC093) – exchanging details and information about an event regarding time, day, place, activity and participants, e.g. ¿Vas al cine? Si no. – discussing aspects of school and social life and responding to each other's contributions, e.g. ¡Es genial! Es una buena idea. Ay no, no estoy de acuerdo	– respond in English or Spanish to information and ideas in a variety of spoken, written and digital forms for specific contexts, for example: (ACLFRC096) – listening to or viewing a text, e.g. a song, rap or film and video clip, and recognising ideas – obtaining information from a class survey, and presenting the findings in a table or graph in English or Spanish, such as on homework habits, television viewing or hours of sport, e.g. 5 personas estudian matemáticas durante una hora...	– compose informative and imaginative texts in spoken, written and multimodal forms for a variety of purposes and audiences, using stimulus materials and modelled language, for example: (ACLFRC095, ACLFRC096) – describing aspects of their own lifestyles that may interest young learners of their own age in Spanish-speaking environments, e.g. sports, school camps or celebrations – creating a text to share with a Spanish-speaking audience, such as a video or webpage to capture and interpret aspects of their personal and social worlds, e.g. a day in our life in school, amigos, mi barrio, el fin de semana – creating a video to introduce and present information about school/school subjects to peers and teachers at a buddy school in Spain or a Spanish-speaking country										
<b>Grammatical Dot Points</b>	<ul style="list-style-type: none"> <li>understand elements of Spanish grammar, including the systematic nature of verb conjugation, for example: (ACLFRC103)</li> <li>– understanding that while some adjectives in Spanish follow the noun, e.g. un alumno inteligente, un partido extraordinario, some precede the noun, e.g. un buen estudiante, una casa grande, un chico nuevo</li> <li>– understanding the use of pronouns to refer to people and things personal, e.g. yo, tu, el, ella, nosotros, vosotros, ustedes, ellos, ellos – using numerals including cardinal, ordinal, dates and time</li> <li>– understanding the form and function of subject pronouns, e.g. yo, tu, el, ella, nosotros, vosotros, ustedes, ellos, ellos, and how they determine verb conjugations and substitute for noun subjects, e.g. ¿Está el hermano de Miguel, es alto, ¿no?</li> <li>– understanding and using the three main conjugations for present tense regular verbs, e.g. –er, -ir and -re, and the irregular present tense conjugations of the verbs, e.g. ser, tener, ir y hacer</li> <li>– recognising and using locative prepositions, such as 'en' when describing where people live, e.g. Juan Carlos vive en la Habana, Cuba, mi novia Celia vive en El Salvador, la familia Sánchez vive en una granja</li> <li>– using the negative ne ... pas in simple statements, questions and commands, e.g. No me gusta historia. ¿No te gusta el bistec? ¡No lo hagas de nuevo!</li> <li>– recognising substitution of the indefinite article with de in negative sentences, e.g. No, no tengo un hermano. Tengo una hermana.</li> <li>– becoming aware of the three ways of forming a question including a simple declarative sentence with rising intonation, e.g. ¿Tienes una mascota en casa?, inverting the verb form e.g. ¿Tienes una mascota en casa? and using por si acaso before a declarative sentence, e.g. por si acaso tienes un animal en tu casa?</li> <li>– understand how language use varies according to context and the relationship between participants, for example: (ACLFRC105)</li> <li>– collecting and examining samples of language from a text, e.g. a video clip or print/electronic forms of communication to explore differences in communicative style and expression between social groups, e.g. adolescentes, maestros o niños pequeños</li> <li>– recognise their own and others' ways of expressing identity, reflecting on the relationship between language, culture and identity, for example: (ACLFRC100, ACLFRC101)</li> <li>– observing interactions between Spanish speakers in different contexts, recognising the elements that reflect cultural attitudes or behaviours</li> <li>– participating in cultural experiences, e.g. eating at a Spanish restaurant or café in Australia or watching a Spanish musical performance or sporting competition, and reflecting on cultural similarities and differences</li> </ul>													
<i>Life Skills Unit of Work</i>	MCLS-INT-01, MCLS-UND-01, MCLS-CRT-01													
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	N/A													
<b>Reporting</b>	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													

Term 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Unit of Work</b>	Spanish Food								Celebrations	
<b>Description</b>	Assessment 2 – Role Play (group task)				Spanish Food – Spanish food incursion (7/8)				Celebrations in the Spanish speaking world	
<b>Outcomes</b>	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									
<b>Syllabus Specific Dot Points</b>	<ul style="list-style-type: none"> <li>locate information and identify gist in a range of spoken, written and digital texts, for example: (ACLFRC94)               <ul style="list-style-type: none"> <li>– sequencing actions or events from a text such as a magazine article or sports report, using conjunctions and adverbs related to time, e.g. entonces, primero, luego, finalmente</li> <li>– collecting vocabulary and expressions from an informative text such as a poster, website, brochure or menu for use in own short reports on topics, e.g. viajes, comida, programas de televisión</li> </ul> </li> <li>respond in English or Spanish to information and ideas in a variety of spoken, written and digital forms for specific contexts, for example: (ACLFRC096)               <ul style="list-style-type: none"> <li>– sequencing elements of a cartoon, comic or simple narrative, e.g. by creating a storyboard using pictures and captions</li> <li>– responding to questions about characters or events in different types of texts</li> <li>– interacting with texts such as a story, poem, song or cartoon, using modelled and scaffolded language to express opinions, e.g. demasiado triste, tan divertida, horrible, para mí las imágenes..., en lo personal, prefiero</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>create bilingual texts and resources for the classroom, for example: (ACLFRC099)               <ul style="list-style-type: none"> <li>– preparing bilingual captions for a text, e.g. a newsletter item for the school community</li> <li>– creating a bilingual menu, sign or brochure for the school community, e.g. the canteen menu, signs for school buildings, a brochure about school subjects</li> <li>– providing a commentary in English to a performance of a Spanish skit</li> <li>– creating a simple children’s story book in both languages, with illustrations</li> </ul> </li> <li>explore connections between language and culture in particular words, expressions and communicative behaviours, for example: (ACLFRC108)               <ul style="list-style-type: none"> <li>– understanding the use of set phrases relating to cultural customs, e.g. usando, a la hora de comer, ¡Buen provecho! ¡Feliz fiesta!</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>engage in collaborative activities that involve planning and making arrangements, for example: (ACLFRC092)               <ul style="list-style-type: none"> <li>– participating in a class activity, e.g. word, board or electronic game, using set phrases in Spanish – participating in a real or imaginary situation such as shopping or ordering in a restaurant, e.g. ¿Cuánto es? ¿Usted desea? Un café por favor.</li> <li>– managing an allocated budget for online shopping, deciding on selected items and explaining choices, e.g. 3 libras a 15 euros es barato y una falda a 150 euros es demasiado cara</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>recognise their own and others’ ways of expressing identity, reflecting on the relationship between language, culture and identity, for example: (ACLFRC100, ACLFRC101)               <ul style="list-style-type: none"> <li>– understanding traditional and modern ways of celebrating festivals in francophone countries</li> </ul> </li> </ul>	
<b>Grammatical Dot Points</b>	<ul style="list-style-type: none"> <li>recognise how Spanish influences and is influenced by factors such as technology, and other languages and cultures, for example: (ACLFRC106)</li> <li>recognising that many Spanish words are used in English and in other languages, e.g. cuerno, menú, ballet, cocinero, conductor, and recognising the different vocabulary areas that these words tend to belong to, e.g. terms relating to food, fashion or entertainment, and considering possible reasons for this</li> <li>collecting Spanish words used in English, e.g. el restaurante, el menú, el conductor, el ballet, la pirueta, and comparing how they are pronounced by Spanish or English speakers</li> <li>identify textual conventions of familiar spoken, written and multimodal texts, for example: (ACLFRC104)               <ul style="list-style-type: none"> <li>– providing pictures of road signs, instructions and postcards to identify the purpose, intended audience and key language features of a familiar text, e.g. ¡No fumar! ¡Prohibido aparcarse!</li> <li>– identifying elements of common types of text, e.g. correo electrónico, clima, eslóganes y explaining relationships between language, structure and textual purpose</li> <li>– understanding how to create textual cohesion, using elements such as conjunctions or causal phrases to sequence and link ideas and maintain the flow of expression, e.g. pues, pero, porque</li> </ul> </li> </ul>									
<i>Life Skills Unit of Work</i>	MLLS-INT-01, MLLS-UND-01, MLLS-CRT-01									
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Spanish Role Play</b> <b>Assessment Task 2 - 50%</b> <b>Due Date: Term 4, Week 2</b>  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									
<b>Reporting</b>	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									

Term 4



# FORMAL ASSESSMENT SCHEDULE – 2025

## MATHEMATICS

Year: 7

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>	<b>Task No.</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
	<b>Task Type</b>	Topic Tests	Half-Yearly	Topic Tests	Yearly
	<b>Outcomes</b>	MA4-INT-C-01 MA4-ALG-C-01 MA4-IND-C-01 MA4-ANG-C-01	MAO-WM-01 MA4-INT-C-01 MA4-ALG-C-01 MA4-IND-C-01 MA4-ANG-C-01	MA4-FRC-C-01 MA4-EQU-C-01 MA4-FRC-C-01 MA4-ARE-C-01 MA4-DAT-C-01 *MA4-LIN-C-01	MAO-WM-01 MA4-FRC-C-01 MA4-EQU-C-01 MA4-FRC-C-01 MA4-ARE-C-01 *MA4-DAT-C-01
<b>COMPONENTS</b>	<b>DATE DUE</b>	Term 1 & 2 one per topic	Term 2 , Wk 4/5	Term 3 & 4 one per topic	Term 4, Wk 4/5
	<b>IN CLASS OR TAKE HOME</b>	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
<b>Working Mathematically:</b> Communication , Understanding and Fluency, Reasoning and Problem Solving	<b>50%</b>	<b>15%</b>	<b>10%</b>	<b>15%</b>	<b>10%</b>
<b>Knowledge, Understanding and skills:</b> Number and Algebra, Measurement and Space, Statistics and Probability	<b>50%</b>	<b>15%</b>	<b>10%</b>	<b>15%</b>	<b>10%</b>
Note 1: Selective and Self Select classes will also be assessed on extension content related to stage 4 and stage 5 outcomes Note 2: Assessment of outcomes marked with * may be dependent on time constraints					
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>



Outcome	A student:
MAO-WM-01	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 problems
MA4-FRC-C-01*	Represents and operates with fractions to solve problems
MA4-FRC-C-01*	Represents and operates with decimals to solve problems
MA4-ALG-C-01	Generalizes number properties to operate with algebraic expressions including expansion and factorization
MA4-IND-C-01	Operates with primes and roots, positive integer and zero indices involving numerical bases and establishes the relevant index laws
MA4-EQU-C-01	Solves linear equations of up to 2 steps and quadratic equations of the form $ax^2 = c$
MA4-ARE-C-01*	Applies knowledge of area and composite area involving triangles and quadrilaterals to solve problems
MA4-ANG-C-01	Applies angle relationships to solve problems, including those related to transversals on sets of parallel lines
MA4-GEO-C-01	Identifies and applies the properties of triangles and quadrilaterals to solve problems
MA4-DAT-C-01	Classifies and displays data using a variety of graphical representations
MA4-LIN-C-01	Creates and displays number patterns and finds graphical solutions to problems involving linear relationships

\*The wording of this outcome has been modified as some content will be covered in year 8

Mathematics Scope and Sequence 2025

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	<b>Unit of Work</b>	<b>Integers</b>			<b>Number Operations</b>			<b>Algebra I</b>			
	<b>Description</b>	The Stage 4 Integers topic is a continuation of the Stage 3 topic; Whole Numbers 2. This topic introduces negative integers and computes them with operations.			This topic introduces the notion of index notation and representing whole numbers as products of prime factors.			Students are introduced to the concepts of pronumerals and expressions to represent unknown values in a variety of contexts. Students also learn how to operate with algebraic terms.			
	<b>Outcomes</b>	<b>MAO-WM-01 MA4-INT-C-01</b>			<b>MAO-WM-01 MA4-IND-C-01</b>			<b>MAO-WM-01 MA4-ALG-C-01</b>			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	N/A			N/A			N/A			
	<i>Life Skills Unit of Work</i>	<b>Language of Numbers</b>	<b>Comparing and ordering</b>		<b>Counting</b>	<b>Representing Number</b>		<b>Repeating Patterns</b>			
	<i>Life Skills Outcomes</i>	<b>MALS-LAN-01</b> recognises language that represents number <b>MALS-LAN-02</b> responds to and uses language that represents number	<b>MALS-COM-01</b> compares and orders numbers		<b>MALS-COU-01</b> counts in everyday contexts	<b>MALS-REP-01</b> represents number in everyday contexts		<b>MALS-PAT-01</b> recognises and applies patterns in everyday contexts			
	<b>Assessment Task Name, Weighting, Number</b>			Integers Topic Test 10%			Numbers Topic Test 10%				Algebra Topic Test 10%
	<b>Reporting (outcomes assessed)</b>	<b>MAO-WM-01</b>			<b>MAO-WM-01</b>			<b>MAO-WM-01</b>			

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>T e r m 2</b>	<b>Unit of Work</b>	<b>Angle Geometry</b>			<b>Fractions</b>			<b>Algebra II (Equations)</b>			<b>Review</b>
	<b>Description</b>	This topic introduces the types of angles and their properties. It also looks at the angle relationships that occur along a transversal on a set of parallel lines.			This topic goes through the types of fractions and how to operate them using addition, subtraction, multiplication and division.			This topic covers equations and how to solve them using the one-step and two-step methods.			
	<b>Outcomes</b>	<b>MAO-WM-01</b> <b>MA4-ANG-C-01</b>			<b>MAO-WM-01</b> <b>MA4-FRC-C-01</b>			<b>MAO-WM-01</b> <b>MA4-EQU-C-01</b>			
	<i>Life Skills Unit of Work</i>	<b>Estimating and Measuring</b>			<b>Fractions</b>			<b>Addition and Subtraction</b> <b>Multiplication and division</b>			
	<i>Life Skills Outcomes</i>	No Related Life Skills for Stages 4/5 outcomes			<b>MALS-FRC-01</b> demonstrates knowledge of fractions in everyday contexts			<b>MALS-ADS-01</b> uses strategies for addition and subtraction <b>MALS-MDI-01</b> uses strategies for multiplication and division			
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>				Half-yearl y Exam  20%			Fractions  Topic Test  10%			Equations  Topic Test  10%
	<b>Reporting</b>				<b>MAO-WM-01</b>			<b>MAO-WM-01</b> Semester 2 Report (Sem2)			<b>MAO-WM-01</b> Sem2

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>T e r m 3</b>	<b>Unit of Work</b>	<b>Decimals</b>			<b>Perimeter and Area</b>			<b>Geometrical Figures</b>			<b>Review</b>
	<b>Description</b>	This topic covers ordering and operating with decimals, as well as converting between fractions and decimals.			In this topic, students learn to calculate the perimeter and area of plane shapes. They also learn to convert between units of perimeter and area.			In this topic, students learn about the properties of plane shapes, such as triangles and quadrilaterals. Extension students look at properties of other shapes as well, i.e. polygons			
	<b>Outcomes</b>	<b>MAO-WM-01</b> <b>MA4-FRC-C-01</b>			<b>MAO-WM-01</b> <b>MA4-LEN-C-01, MA4-ARE-C-01</b>			<b>MAO-WM-01</b> <b>MA4-GEO-C-01</b>			
	<i>Life Skills Unit of Work</i>	<b>Fractions and Decimals</b>			<b>Length</b>	<b>Area</b>		<b>Geometry</b>			
	<i>Life Skills Outcomes</i>	<b>MALS-DEP-01</b> demonstrates knowledge of decimals and percentages in everyday contexts			<b>MALS-LEN-01</b> measures and uses length in everyday contexts	<b>MALS-ARE-01</b> measures and uses area in everyday contexts		<b>MALS-GEO-01</b> explores 2-dimensional shapes and 3-dimensional objects			
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>				Decimals Topic Test 10%			Perimeter and Area Topic Test 10%			Geometry Topic Test 10%
	<b>Reporting</b>				<b>MAO-WM-01</b> Sem2			<b>MAO-WM-01</b> Sem2			<b>MAO-WM-01</b> Sem2

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>T e r m 4</b>	<b>Unit of Work</b>	<b>Displaying Data</b>			<b>Number Plane</b>			<b>Review</b>	<b>Transition to Year 8</b>		
	<b>Description</b>	In this topic, students look at different ways to display data, i.e. graphs and plots.			In this topic, students are introduced to the Cartesian (Number) plane and learn to graph and plot points on this plane.						
	<b>Outcomes</b>	<b>MAO-WM-01</b> <b>MA4-DAT-C-01</b>			<b>MAO-WM-01</b> <b>MA4-LIN-C-01</b>						
	<i>Life Skills Unit of Work</i>	<b>Data</b>			<b>Position</b>						
		<b>Representing Data</b>	<b>Interpreting Data</b>		<b>Language</b> <i>Recognising Maps and Plans</i> <i>Using Maps and Plans</i>						
	<i>Life Skills Outcomes</i>	<b>MALS-DAT-01</b> recognises and represents data in everyday contexts	<b>MALS-DAT-02</b> interprets information from data displays		<b>MALS-POS-01</b> demonstrates knowledge of position and direction in everyday contexts						
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>				Yearly Examination 20%						
	<b>Reporting</b>				<b>MAO-WM-01</b> Sem2						



# Formal Assessment Schedule – 2025

## PDHPE

Year: 7

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3	TASK 4
	Task Type	Changes in Me Assessment Task	Movement Skills Assessment Task	Nutrition Assessment Task	Movement Skills Assessment Task
	Outcomes	PD4-1, PD4-2, PD4-6	PD4-4, PD4-5	PD4-6, PD4-7	PD4-10, PD4-11
	DATE DUE	Term 1, Week 10	Term 2, Week 3	Term 3, Week 9	Term 4, Week 3
COMPONENTS	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
		Knowledge and understanding	50%	25%	
Skills	50%		25%		25%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## Subject: PDHPE

Year: 7

OBJECTIVES	OUTCOMES
	<b>A student:</b>
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

Course:	PDHPE			Year:	7			Stage:	Stage 4			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
T e r m 1	<b>Unit of Work</b>	<b>Changes in Me</b>										
	<b>Description</b>	This unit explores transition and change as students grow older. They examine the physical, social and emotional changes that occur during adolescence. They practise interpersonal skills required for safety in relationships. They identify and plan preventative health practices and behaviours that assist in protection against disease.										
	<b>Outcomes</b>	<b>PD4-1, PD4-2, PD4-3, PD4-6, PD4-9, PD4-10</b>										
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Health, Wellbeing and Relationships										
	<i>Life Skills Unit of Work</i>	<b>Changes in Me LS</b>										
	<i>Life Skills Outcomes</i>	<b>PDLS-1, PDLS-2, PDLS-3, PDLS-4, PDLS-10, PDLS-11</b>										
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task #1: Changes in me</b> <b>Weighting: 25%</b> <b>Outcomes: PD4-1, PD4-2, PD4-6</b>										
	<b>Reporting Outcomes</b>	See Term 2 for Semester 1 reporting outcomes										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
T e r m 2	<b>Unit of Work</b>	<b>Mental Health</b>									
	<b>Description</b>	In this unit, students identify groups to which they have a sense of belonging and explain how this help them to feel supported and connected. They discuss strategies for coping with loss and grief and ways of giving support to others. They explore the impact of stress on mental health and propose strategies to address misconceptions and promote positive attitudes about mental health. They access and assess resources and services that support young people's mental health.									
	<b>Outcomes</b>	<b>PD4-1, PD4-2, PD4-3, PD4-6, PD4-9, PD4-10</b>									
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Health, Wellbeing and Relationships Healthy, Safe and Active Lifestyles									
	<i>Life Skills Unit of Work</i>	<b>Mental Health LS</b>									
	<i>Life Skills Outcomes</i>	<b>PDLS-1, PDLS-2, PDLS-3, PDLS-4, PDLS-8, PDLS-9, PDLS-10, PDLS-11</b>									
	<b>Assessment Task Name, Weighting, Outcomes</b>	<b>Task #2: Movement Skills assessment task</b> <b>Weighting: 25%</b> <b>Outcomes: PD4-4, PD4-5</b>									
	<b>Reporting Outcomes</b>	PD4-1, PD4-2, PD4-6, PD4-4, PD4-5									



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>T e r m 3</b>	<b>Unit of Work</b>	<b>Nutrition</b>									
	<b>Description</b>	This unit examines the dynamic nature of health and the contextual factors that influence attitudes and behaviours towards health and wellbeing. Students review the Australian Government dietary guidelines and evaluate the influence of nutritional value and sustainability on personal food choices. They examine the impact media messages have on body image and disordered eating. They investigate agencies that provide consumer protection regarding health products and services for young people.									
	<b>Outcomes</b>	<b>PD4-2, PD4-6, PD4-7, PD4-8, PD4-9, PD4-10</b>									
	<b>Strand, Module</b>	Healthy, Safe and Active Lifestyles									
	<i>Life Skills Unit of Work</i>	<b>Nutrition LS</b>									
	<i>Life Skills Outcomes</i>	<b>PDL5-3, PDL5-7, PDL5-8, PDL5-9, PDL5-10</b>									
	<b>Assessment Task Name, Weighting, Outcomes</b>	<b>Task #3: Nutrition assessment task</b> <b>Weighting: 25%</b> <b>Outcomes: PD4-6, PD4-7</b>									
	<b>Reporting Outcomes</b>	See Term 4 for Semester Two reporting outcomes									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>T e r m 4</b>	<b>Unit of Work</b>	<b>Road Safety</b>									
	<b>Description</b>	In this unit, students identify aspects of the road which becomes dangerous, especially as they are more likely to become pedestrians by themselves and have an increased likelihood in taking risky behaviour. They discuss strategies for risk minimisation to reduce the likelihood of accidents occurring causing injury to themselves and others. They explore the impact of road accidents on themselves, their friends, family and wider community supported by statistics. Students will be provided with a variety of resources and services that support safe behaviour when interacting with the road as a pedestrians and as a passenger in a car.									
	<b>Outcomes</b>	<b>PD4-2, PD4-6, PD4-7, PD4-8, PD4-9, PD4-10</b>									
	<b>Strand, Module</b>	Healthy, Safe and Active Lifestyles									
	<i>Life Skills Unit of Work</i>	<b>Road Safety LS</b>									
	<i>Life Skills Outcomes</i>	<b>PDL5-2, PDL5-3, PDL5-7, PDL5-8, PDL5-9, PDL5-10, PDL5-11, PDL5-12</b>									
	<b>Assessment Task Name, Weighting, Outcomes</b>	<b>Task #4: Movement Skills assessment task</b> <b>Weighting: 25%</b> <b>Outcomes: PD4-10, PD4-11</b>									
	<b>Reporting Outcomes</b>	PD4-6, PD4-7, PD4-10, PD4-11, PD4-9 (formative assessment in 'Road Safety' unit)									



# Formal Assessment Schedule – 2025

## Science

Year: 7

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>	<b>Task No.</b>	<b>TASK 1</b>	<b>TASK 2</b>
	<b>Task Type</b>	First Hand Investigation Assessment Task	Semester Two Examination
	<b>Outcomes</b>	SC4-16CW, 4WS, 6WS, 7WS, 9WS	SC4-11PW, 12ES, 14LW, 4WS, 5WS, 6WS, 7WS, 8WS, 9WS
	<b>DATE DUE</b>	Term 1, Week 9	Term 4, Week 4 - 6
<b>COMPONENTS</b>	<b>IN CLASS OR TAKE HOME</b>	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
<p><b>Working Scientifically Skills</b> SC4-4WS to 9WS - Students assessed on their ability to plan, conduct, analyse and communicate both first hand and second hand information through examinations, practical examinations and research tasks.</p>	<b>60%</b>	45%	15%
<p><b>Knowledge and Understanding</b> Matter: SC4-16CW Separating mixtures: SC4-17CW Ecosystems: SC4-14LW Energy: SC4-11PW Solar System: SC4-12ES Classification: SC4-14LW Renew, reuse, recycle: SC4-13ES</p>	<b>40%</b>	5%	35%
<b>TOTAL</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>

<b>Course:</b>	<b>Science</b>	<b>Year:</b>	<b>7</b>	<b>Stage:</b>	<b>4</b>
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<b>Outcome</b>	<b>Description</b>
	<b>A student:</b>
SC4-4WS	identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SC4-5WS	collaboratively and individually produces a plan to investigate questions and problems
SC4-6WS	follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
SC4-7WS	processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
SC4-8WS	selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
SC4-9WS	presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
SC4-10PW	describes the action of unbalanced forces in everyday situations
SC4-11PW	discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
SC4-12ES	describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
SC4-13ES	explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
SC4-14LW	relates the structure and function of living things to their classification, survival and reproduction
SC4-15LW	explains how new biological evidence changes people's understanding of the world
SC4-16CW	describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
SC4-17CW	explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life

## 2025 – Science – Year 7

Course:	Science	Year:	7	Stage:	Stage 4
<b>Term 1</b>		<b>Week 1-7</b>	<b>Week 8-11</b>		
	<b>Unit of Work</b>	<b>Matter and skills</b>	<b>Separating mixtures</b>		
	<b>Description</b>	Students are introduced to the fundamental skills of Science and learn how matter interacts with the physical world	Students are introduced to a range of everyday mixtures and techniques used to separate them.		
	<b>Outcomes</b>	<u>Skills Outcomes:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS Content outcomes: SC4-16CW CW1 a-f	<u>Skills outcomes:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS <u>Content outcomes:</u> SC417CW, CW3 a-e		
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	N/A	Investigations and real life scenarios		
	<i>Life Skills Unit of Work</i>	Matter and skills	Separating mixtures		
	<i>Life Skills Outcomes</i>	<u>Life Skills content outcomes:</u> SCLS-22CW <u>Life Skills, skills outcomes:</u> SCLS4WS, SCLS5WS, SCLS6WS, SCLS7WS, SCLS8WS, SCLS9WS	<u>Life Skills content outcomes:</u> SCLS-23CW <u>Life skills, skills outcomes:</u> SCLS4WS, SCLS5WS, SCLS6WS, SCLS7WS, SCLS8WS, SCLS9WS		
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<u>Task name:</u> FHI Assessment Task <u>Skills Outcomes:</u> 4WS, 6WS, 7WS, 8WS, 9WS <u>Content Outcomes:</u> 16CW <u>Task weighting:</u> 50%			
	<b>Reporting Outcomes</b>	Reporting outcomes semester 1: SC4-16CW, SC4-17CW, SC4-4WS, SC4-6WS			

		Weeks 1	Week 2-7 (Camp Week 6)	Week 8- Week 10
Term 2	Unit of Work	Separating mixtures	Ecosystems	Energy
	Description	Students are introduced to a range of everyday mixtures and techniques used to separate them.	Students learn to conserve and manage sustainable, healthy ecosystems.	Students learn about the different forms of energy and how they cause changes within a system
	Outcomes	<u>Skills outcomes:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS <u>Content outcomes:</u> SC417CW, CW3 a-e	<u>Skills outcomes:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS <u>Content outcomes:</u> SC4-14LW LW5 a-f	<u>Skills outcomes:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS <u>Content outcomes:</u> SC4-11PW, PW3 a-e and PW4 a-c
	Subject Specific i.e. Module, Area of Study, Text etc	Investigations and real life scenarios	Sustainability and human impact	The workings of the world
	Life Skills Unit of Work	Separating mixtures	Ecosystems	Energy
	Life Skills Outcomes	<u>LS content outcomes:</u> SCLS-23CW <u>Life skills, skills outcomes:</u> SCLS4WS, SCLS5WS, SCLS6WS, SCLS7WS, SCLS8WS, SCLS9WS	<u>LS content outcomes:</u> SCLS-20LW, SCLS-21LW <u>Life skills, skills outcomes:</u> SCLS4WS, SCLS7WS, SCLS8WS, SCLS9WS	<u>LS content outcomes:</u> SCLS-11PW, SCLS-12PW <u>Life skills, skills outcomes:</u> SCLS4WS, SCLS5WS, SCLS6WS, SCLS7WS, SCLS8WS, SCLS9WS
	Assessment Task Name, Weighting, Outcomes	Task name: FHI Assessment Task <u>Skills Outcomes:</u> 4WS, 6WS, 7WS, 8WS, 9WS <u>Content Outcomes:</u> 16CW <u>Task weighting:</u> 50%		
	Reporting Outcomes	Reporting outcomes semester 1: SC4-16CW, SC4-17CW, SC4-4WS, SC4-6WS		

Term 3		Week 1-3	Week 4-8	Week 9-10
	<b>Unit of Work</b>	<b>Energy</b>	<b>Solar System</b>	<b>Classification</b>
	<b>Description</b>	Students learn about the different forms of energy and how they cause changes within a system	Students learn about how technological developments and scientific discoveries have changed peoples understanding of the solar system.	Students learn about how classification helps with studying organisms inside communities.
	<b>Outcomes</b>	<u>Skills outcomes:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS <u>Content outcomes:</u> SC4-11PW, PW3 a-e and PW4 a-c	<u>Skills outcomes:</u> 4WS, 7WS, 8WS, 9WS <u>Content outcomes:</u> SC4-12ES, ES2 a-d	<u>Skills outcomes:</u> 4WS, 7WS, 8WS, 9WS <u>Content outcomes:</u> SC4-14LW, LW1a-f
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	The workings of the world	Wonders of space	Easy way
	<i>Life Skills Unit of Work</i>	Energy	Solar system	Classification
	<i>Life Skills Outcomes</i>	<u>Life skills content outcomes:</u> SCLS-11PW, SCLS-12PW <u>Life skills, skills outcomes:</u> SCLS4WS, SCLS5WS, SCLS6WS, SCLS7WS, SCLS8WS, SCLS9WS	<u>Life Skills content outcomes:</u> SCLS-14ES <u>Life Skills, skills outcomes:</u> : SCLS4WS, SCLS7WS, SCLS8WS, SCLS9WS	<u>Life Skills content outcomes:</u> SCLS17LW <u>Life Skills, skills outcomes:</u> SCLS4WS, SCLS7WS, SCLS8WS, SCLS9WS
	<b>Assessment Task Name, Weighting, Outcomes</b>	<u>Task name:</u> Semester Two Examination <u>Skills Outcomes:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS <u>Content Outcomes:</u> SC4- 11PW, SC4-12ES, SC4-14LW, SC4-16CW, SC4-17CW, <u>Task weighting:</u> 50%		
	<b>Reporting Outcomes</b>	Reporting outcomes semester 2: SC4-14LW, SC4-11PW, SC4-5WS, SC4-9WS		

Term 4		Week 1- Week 3	Week 5- Week 9
	<b>Unit of Work</b>	<b>Classification</b>	<b>Renew, Reuse, Recycle</b>
	<b>Description</b>	Students learn about how classification helps with studying organisms inside communities.	Scientific knowledge influences the choices people make to management the Earth's resources. Science understanding enables human activities, e.g. agriculture, industry and resource management
	<b>Outcomes</b>	<u>Skills outcomes:</u> 4WS, 7WS, 8WS, 9WS <u>Content outcomes:</u> SC4-14LW, LW1a-f	<u>Skills outcomes:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS <u>Content outcomes:</u> SC4-13ES ES3 a- f, ES4 a - d
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Easy way	Renewable resources
	<i>Life Skills Unit of Work</i>	Classification	Renew, Reuse, recycle
	<i>Life Skills Outcomes</i>	<u>Life Skills content outcomes:</u> SCLS17LW <u>Life Skills, skills outcomes:</u> SCLS4WS, SCLS7WS, SCLS8WS, SCLS9WS	<u>Life Skills content outcomes:</u> SCLS-16ES <u>Life Skills, skills outcomes:</u> : SCLS 4WS – 9WS
	<b>Assessment Task Name, Weighting, Outcomes</b>	<u>Task name:</u> Semester Two Examination <u>Skills Outcomes:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS <u>Content Outcomes:</u> SC4- 11PW, SC4-12ES, SC4-14LW, SC4-16CW, SC4-17CW, <u>Task weighting:</u> 50%	
	<b>Reporting Outcomes</b>	Reporting outcomes semester 2: SC4-14LW, SC4-11PW, SC4-5WS, SC4-9WS	



## FORMAL ASSESSMENT SCHEDULE – 2025

### TECHNOLOGY MANDATORY - INDUSTRIAL ARTS

Year: 7

Trimester 1 (14 Weeks): T1,Wk1 - T2, Wk4

Trimester 2 (13 Weeks): T2,Wk5 - T3, Wk7

Trimester 3 (13 Weeks): T3, Wk8 - T4, Wk10

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>	<b>Task No.</b>	<b>TRIMESTER</b>
	<b>Task Type</b>	<b>TASK 1</b> <b>DESIGN PROJECT</b>
<b>Components</b>	<b>Outcomes</b>	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA
	<b>Date Due</b>	Trimester 1- Term 1 Week 8 Trimester 2- Term 3 Week 2 Trimester 3- Term 4 Week 5
	<b>In Class or Take Home</b>	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
<b>Digital Technologies</b>	<b>50%</b>	50%
<b>Material Technologies</b>	<b>50%</b>	50%
<b>TOTAL</b>	<b>100%</b>	100%
<p>Technology Mandatory (Stage 4) Every Year 7 Technology Mandatory class will undertake 1 trimester of study within the Industrial Arts Faculty</p>		



<b>Course:</b>	<b>Technology Mandatory</b>	<b>Year:</b>	<b>7</b>	<b>Stage:</b>	<b>4</b>
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<b>Objectives</b>	<b>Digital- OUTCOMES</b>
	A student:
develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects	TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
develop thinking skills when designing and producing digital and non-digital solutions	TE4-2DP plans and manages the production of designed solutions
develop and apply skills in project management and evaluation when designing and producing solutions	TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language
how traditional, contemporary and advancing technologies are used when designing sustainable products and solutions	TE4-7DI explains how data is represented in digital systems and transmitted in networks
how data is used in the development and automation of digital solutions	TE4-10TS explains how people in technology related professions contribute to society now and into the future
the role of people and technologies in developing innovative solutions for preferred futures.	Material Outcomes
appreciate the contribution and impact of innovation and technologies now and in the future	TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
appreciate the dynamic nature of design and production processes and how they are used to develop solutions to personal, social and global issues	TE4-2DP plans and manages the production of designed solutions
appreciate the finite nature of some resources and the impact of their use on the environment and society	TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects
value the development of skills and gain satisfaction from their use to solve problems and create quality products.	TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
	TE4-10TS explains how people in technology related professions contribute to society now and into the future

**Faculty Planning Scope and Sequence 2025**

Course:	Technology Mandatory			Year:	7				Stage:	4				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
<b>13 Week Trimester 2025</b>	<b>Unit of Work- 13 Weeks</b>	<b>Design</b>						<b>Management &amp; Production</b>						
	<b>Description</b>	<p>This unit of work will introduce students to the design process &amp; how it is utilised to develop quality design solutions. It is an introductory unit as it is the first cycle in a 200 hour course.</p> <p>Students will investigate recent events (bushfires/urban growth and development) within NSW and the impacts they are having on local wildlife.</p> <p><b>Concept:</b> How have bushfires/urban growth affected native wildlife within your community?                      -Students explore how they can assist native wildlife &amp; make the wider community aware of the situation</p> <p><b>Design Project:</b> Design and produce an animal shelter or feeder to house a selected native species whose habitat has been destroyed/ affected by bushfires/urban growth/development. Design &amp; develop a web page that documents the evolution of the animal shelter and provides the community with information about the animal shelter and its key features, uses etc.</p> <p><b>Childrens toy alternate project:</b>                      Students design and produce a children’s toy aimed a particular stage in child development. Design and develop a web page for a fictional brand to sell and promote the toy, its features, appropriate materials etc.</p>												
	<b>Outcomes</b>	<ul style="list-style-type: none"> <li>● <b>TE4-1DP</b> designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities</li> <li>● <b>TE4-2DP</b> plans and manages the production of designed solutions</li> <li>● <b>TE4-3DP</b> selects and safely applies a broad range of tools, materials and processes in the production of quality projects</li> <li>● <b>TE4-7DI</b> explains how data is represented in digital systems and transmitted in networks</li> <li>● <b>TE4-9MA</b> investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions</li> <li>● <b>TE4-10TS</b> explains how people in technology related professions contribute to society now and into the future</li> </ul>												
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>● Design Management &amp; Communication (animal shelter/feeder + Website production)</li> <li>● Production (animal shelter/feeder + Website production)</li> </ul>												
	<i>Life Skills Unit of Work</i>	The life skills unit of work will be adjusted/modified to suit the needs of the individual student undertaking the life skills course.												

<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>		NA- Formative Assessment
<i>Life Skills Outcomes</i>		<ul style="list-style-type: none"> <li>● TELS-1DP communicates ideas and solutions to authentic problems or opportunities</li> <li>● TELS-3DP participates in the production of designed solutions</li> <li>● TELS-4DP follows safe practices in the use of tools, materials and processes for design projects</li> <li>● TELS-8DI identifies how information is communicated by digital systems</li> <li>● TELS-10MA selects and uses a range of tools, materials and processes appropriately in the development of products</li> <li>● TELS-11TS investigates how technology has contributed to improvements in our way of life</li> </ul>
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task 1 - Design Project</b> <b>Weighting- 100%</b>	<ul style="list-style-type: none"> <li>● TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities</li> <li>● TE4-2DP plans and manages the production of designed solutions</li> <li>● TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects</li> <li>● TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions</li> </ul> <p><b>- FORMATIVE CLASS TASKS</b></p> <ul style="list-style-type: none"> <li>● TE4-10TS explains how people in technology related professions contribute to society now and into the future</li> <li>● TE4-7DI explains how data is represented in digital systems and transmitted in networks</li> <li>●</li> </ul>
<b>Reporting Outcomes</b>		<ul style="list-style-type: none"> <li>● TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities</li> <li>● TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions</li> <li>● TE4-2DP plans and manages the production of designed solutions</li> <li>● TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects</li> </ul>



## Formal Assessment Schedule – 2025

### TECHNOLOGY MANDATORY – LIFE TECHNOLOGY

Year: 7

Trimester 1 (14 Weeks): T1, Wk1 - T2, Wk4  
 Trimester 2 (13 Weeks): T2, Wk5 - T3, Wk7  
 Trimester 3 (13 Weeks): T3, Wk8 - T4, Wk10

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	<b>Task No.</b>	<b>TASK 1</b>
	<b>Task Type</b>	Design Project
	<b>Outcomes</b>	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS
<b>COMPONENTS</b>	<b>DATE DUE</b>	Trimester 1 - Term 2, Week 2 Trimester 2 - Term 3, Week 5 Trimester 3 - Term 4, Week 8
	<b>IN CLASS OR TAKE HOME</b>	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
Assessment Tasks	<b>60%</b>	60%
Practical Experiences	<b>40%</b>	40%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

# Subject – Technology Mandatory Life Technology

Year: 7

OBJECTIVES	OUTCOMES
<p>Develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects</p> <p>Develop thinking skills when designing and producing digital and non-digital solutions</p> <p>Develop and apply skills in project management and evaluation when designing and producing solutions</p>	<p><b>A student:</b></p> <p><b>TE4-1DP</b> - designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities</p> <p><b>TE4-2DP</b> - plans and manages the production of designed solutions</p> <p><b>TE4-3DP</b> - selects and safely applies a broad range of tools, materials and processes in the production of quality projects</p> <p><b>TE4-4DP</b> - designs algorithms for digital solutions and implements them in a general-purpose programming language</p>
<p>Students develop knowledge and understanding of:</p> <p>How traditional, contemporary and advancing technologies are used when designing sustainable products and solutions</p> <p>How data is used in the development and automation of digital solutions</p> <p>The role of people and technologies in developing innovative solutions for preferred futures</p>	<p><b>TE4-7DI</b> - explains how data is represented in digital systems and transmitted in networks</p> <p><b>TE4-9MA</b> - investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions</p> <p><b>TE4-10TS</b> - explains how people in technology related professions contribute to society now and into the future</p>

Course: Technology Mandatory		Year: 7			Stage: 4		
Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Trimester 1, 2 & 3 MATERIALS TECHNOLOGY	Unit of Work:	SEW IT UP					
	Description	Introduction to Life Technology; Safety in the workshop and equipment / its use. Safety Quiz.  Design Brief is handed out as part of the workbook / folio. Sustainable Tote Bag.  Mandatory literacy skills (Identify, describe, explain, justify).	Aboriginal influences on the Textiles industry.  Fibre production across variety of different materials including Cotton, Bamboo, Polyester etc. Justify sustainable material (Cotton or Bamboo).  How to thread sewing machine safely and practice sheets.	Sewing machine practice; Curves, Pivot, Freehand.  Design tote bag and pockets on PAPER first. Where does design inspiration come from and what makes a good design. Optional – Cruella.  Students see how the pattern pieces are used. Optional to have pattern pieces already cut out.	Making of Tote Bag.  Creating design elements through fabric decorations and embellishments including Applique, Beading, Fabric Markers, Cricut Vinyl, Iron-On Transfers and Embroidery.	Making of Tote Bag.  Creating design elements through fabric decorations and embellishments including Applique, Beading, Fabric Markers, Cricut Vinyl, Iron-On Transfers and Embroidery.	Finalisation of Tote-Bag.  Creating design elements through fabric decorations and embellishments.  Production steps to be completed in workbook.  Product completion and evaluation. Image to be uploaded on Google Classrooms of finished item.
	Outcomes	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA
	Subject Specific i.e. Module, Area of Study, Text etc	Materials Technology					
	Life Skills Unit of Work	SEW IT UP					
	Life Skills Assessment Task Name, weighting, number, outcomes	<b>Assessment Task 1: Design Project</b> <b>Assessment Task Weighting: 100%</b> <b>Assessment Task Distributed:</b> Week 4 Term 1, Week 9 Term 2, Week 1 Term 4 <b>Assessment Task Due:</b> Trimester 1 - Term 2, Week 2, Trimester 2 - Term 3, Week 4, Trimester 3 - Term 4, Week 8 <b>Outcomes Assessed:</b> TELS-2DP, TELS-3DP, TELS-5DP, TELS-8DI, TELS-10MA					
	Life Skills Outcomes	TELS-1DP, TELS-2DP, TELS-3DP, TELS-5DP, TELS-8DI, TELS-10MA, TELS-11TS					
	Assessment Task Name, Weighting, Number, Outcomes	<b>Assessment Task 1: Design Project</b> <b>Assessment Task Weighting: 100%</b> <b>Assessment Task Distributed:</b> Week 4 Term 1, Week 9 Term 2, Week 1 Term 4 <b>Assessment Task Due:</b> Trimester 1 - Term 2, Week 2, Trimester 2 - Term 3, Week 4, Trimester 3 - Term 4, Week 8 <b>Outcomes Assessed:</b> TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA					
	Reporting Outcomes	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS					

Weeks	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13/14
<b>Unit of Work:</b>	<b>Coding Fundamentals</b>						
<b>Description</b>	Introduction to Digital Technologies. Key concepts and important terms.  Leading Professionals. Explain how people in technology professions contribute to society.  Minecraft hour of coding / practice.	Introduction to Information Systems (What is IS).  Transmission of data through the internet (Data Dash) + Magic School Bus <b>QR</b> Ralph breaks the internet.  Minecraft Events & Coordinates	Minecraft Variables, Conditionals and Functions.	Branching- Creating statements and analysing breakdowns in code. Design (Coding) Flowchart of algorithms using iteration and Booleans via the Pac-Man Challenge.  Minecraft Iteration and Arrays	Artificial Intelligence – Mitchells Vs. The Machines <b>QR</b> Wall-E.  Minecraft Artificial Intelligence Challenge (Create a Maze and program your Agent).	Minecraft Final Challenge. Program 3 things that can help you survive in a new world.	Explain how and why whole numbers are represented in binary digital systems.  Investigate how digital systems represent text, image and audio (Pixels).  Identify social, ethical and cyber-security considerations of digital solutions.
<b>Outcomes</b>	TE4-1DP, TE4-10TS.	TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI.	TE4-1DP, TE4-2DP, TE4-4DP.	TE4-1DP, TE4-2DP, TE4-4DP.	TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI.	TE4-1DP, TE4-2DP, TE4-4DP.	TE4-1DP, TE4-2DP, TE4-7DI.
<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<b>Digital Technologies</b>						
<i>Life Skills Unit of Work</i>	<b>Minecraft for Education – Coding Fundamentals</b>						
<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>Assessment Task 1: Design Project</b> <b>Assessment Task Weighting: 100%</b> <b>Assessment Task Distributed:</b> Week 4 Term 1, Week 9 Term 2, Week 1 Term 4 <b>Assessment Task Due:</b> Week 2 Term 1. (Week 12 of Program) <b>Outcomes Assessed:</b> TELS-2DP, TELS-3DP, TELS-5DP, TELS-8DI, TELS-10MA						
<i>Life Skills Outcomes</i>	TELS-1DP, TELS-2DP, TELS-3DP, TELS-5DP, TELS-8DI, TELS-10MA, TELS-11TS						
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task 1: Design Project</b> <b>Assessment Task Weighting: 100%</b> <b>Assessment Task Distributed:</b> Week 4 Term 1, Week 9 Term 2, Week 1 Term 4 <b>Assessment Task Due:</b> Trimester 1 - Term 2, Week 2, Trimester 2 - Term 3, Week 4, Trimester 3 - Term 4, Week 8 <b>Outcomes Assessed:</b> TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA						
<b>Reporting Outcomes</b>	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS						

Trimester 1, 2  
& 3  
DIGITAL  
TECHNOLOGY



# ASSESSMENT SCHEDULE – 2025

## VISUAL ARTS                      Year: 7 Trimesters

Trimester 1 (14 Weeks): T1,Wk1 - T2, Wk4  
 Trimester 2 (13 Weeks): T2,Wk5 - T3, Wk7  
 Trimester 3 (13 Weeks): T3, Wk8 - T4, Wk10

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	<b>Task No.</b>	<b>TRIMESTERS</b>
	<b>Task Type</b>	IN CLASS EXAMINATION AND BODY OF WORK
	<b>OUTCOMES</b>	4.1, 4.3, 4.6, 4.7, 4.9
<b>COMPONENTS</b>	<b>DATE DUE</b>	Trimester 1: Term 2, Week 1 Trimester 2: Term 3, Week 4 Trimester 3: Term 4, Week 3
	<b>IN CLASS OR TAKE HOME</b>	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
ART HISTORY & ART CRITICISM	30%	30%
ART MAKING	70%	70%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>



OBJECTIVES	Stage 4 OUTCOMES
<p><b>A student develops Knowledge, understanding and skills</b> Students will develop knowledge, understanding and skills:</p>	<p><b>A student:</b></p>
<p>to <b>make artworks</b> informed by their understanding of practice, the conceptual framework and the frames</p>	<p><b>4.1</b> - uses a range of strategies to explore different artmaking conventions and procedures to make artwork</p> <p><b>4.2</b> - explores the function of and relationship between artist – artwork – world – audience</p> <p><b>4.3</b> - makes artworks that involve some understanding of the frames</p> <p><b>4.4</b> - recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts</p> <p><b>4.5</b> - investigates ways to develop meaning in their artworks</p> <p><b>4.6</b> - selects different materials and techniques to make artworks</p>
<p>Develop knowledge, understanding and skills to <b>critically and historically interpret art</b> informed by their understanding of practice, the conceptual framework and the frames</p>	<p><b>4.7</b> - explores aspects of practice in critical and historical interpretations of art</p> <p><b>4.8</b> - explores the function of and relationship between the artist – artwork – world – audience</p> <p><b>4.9</b> - begins to acknowledge that art can be interpreted from different points of view</p> <p><b>4.10</b> recognises that art criticism and art history construct meaning</p>



# ASSESSMENT SCHEDULE – 2025

VISUAL ARTS LIFE SKILLS

7 Trimesters (T1, T2, T3)

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	<b>Task No.</b>	<b>TRIMESTERS</b>
	<b>Task Type</b>	IN CLASS EXAMINATION AND BODY OF WORK
	<b>OUTCOMES</b>	LS. 1, LS. 2, LS. 3, LS. 4, LS. 5, LS. 6, LS. 7, LS. 8, LS. 9
<b>COMPONENTS</b>	<b>DATE DUE</b>	Trimester 1: Term 2, Week 1 Trimester 2: Term 3, Week 4 Trimester 3: Term 4, Week 3
	<b>IN CLASS OR TAKE HOME</b>	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
<b>ART HISTORY &amp; ART CRITICISM</b>	<b>30%</b>	<b>30%</b>
<b>ART MAKING</b>	<b>70%</b>	<b>70%</b>
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

OBJECTIVES		OUTCOMES
A student develops:	Area of Content	A student:
develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames	Practice	LS. 1 Experiences a variety of artmaking activities. LS. 2 Explores a variety of materials, techniques, and processes
	Conceptual Framework	LS. 3 explores the function of a variety of artists and audiences LS. 4 explores the ways in which experiences of the world can be communicated in artworks.
	Frames	LS. 5 recognises that various interpretations of artworks are possible LS. 6 makes a variety of artworks that reflect experiences, responses or a point of view
develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames.	Representation	LS. 7 explores how ideas and interests in the world can be represented in their artmaking
	conceptual strength and meaning	LS. 8 explores ways to develop ideas in artworks
	Resolution	LS. 9 uses a range of materials, techniques and processes to make artworks.

## Faculty Planning Scope and Sequence 2025

Course: Visual Arts

Year:7

Stage:4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	
<p><b>Identity and Portraiture: Description:</b> Students will study Portraiture through the main topic of Identity. Students will complete a Body of Work consisting of different Portrait artworks. Students will learn about Portraiture and Identity through studying different Art Styles such as Cubism and Artists such as Vincent van Gogh and Chuck Close.</p>	<b>Art Making</b>														
	Students complete a series of artmaking activities to demonstrate their understanding of each of the Elements and Principles of Design.	Students complete a range of drawing activities to introduce them to Portraiture. This includes a Facial Proportions activity where they learn how to draw a face.	Students work on creating a Self Portrait for their Body of Work.	Students complete a Cubist Drawing of a face.	Students create a Cubist Sculpture of a face using Cardboard in the style of Pablo Picasso.	Assessment Task Due Students submit their Self Portrait and Cubist Sculpture	Students create a Mixed Media collage or Ceramic artwork based on their own Identities.								
	<b>Critical and Historical Studies</b>														
	Students are introduced to an overview of Visual Arts. Students participate in discussions about What is Art?  Students are introduced to different Elements and Principles of Design with particular focus on Tone, Texture and Colour.	Students learn about the concept of Identity through learning about specific vocabulary.  Students apply their knowledge of Identity through studying Vincent van Gogh through independent research based on the Structural and Subjective Frames.	Students study Portraiture and Photorealism through an in depth look into Photorealist artist Chuck Close. Students study Chuck Close artworks by using the Structural Frame.  Students are to create an Artist Statement about their Self Portrait.	Students are introduced to concepts of Cubism.	Students conduct a research task about Pablo Picasso and create a News Article based on their Research.  Students create an Artist Statement about their Cubist Sculpture.	Students submit their Visual Arts Process Diaries and complete an Examination	Students complete an in depth Critical and Historical Study about First Nations artist Penny Evans and one other artist of the teachers choice that creates artworks about Identity.								

<b>Outcomes</b>	<b>AM</b> - 4.1, 4.4, 4.6 <b>CHS</b> - 4.7	<b>AM</b> - 4.2, 4.3, 4.6 <b>CHS</b> - 4.7, 4.9	<b>AM</b> - 4.1, 4.3, 4.4, 4.6 <b>CHS</b> - 4.7, 4.9	<b>AM</b> - 4.2, 4.3 <b>CHS</b> - 4.7	<b>AM</b> - 4.1, 4.3, 4.4, 4.6 <b>CHS</b> - 4.7, 4.8, 4.9	<b>AM</b> - 4.1, 4.3, 4.4, 4.6 <b>CHS</b> - 4.7, 4.9	<b>AM</b> - 4.1, 4.4, 4.6 <b>CHS</b> - 4.7, 4.8, 4.9
<b>Art Movements and Art Forms</b>	Vincent van Gogh, Chuck Close, Pablo Picasso, Penny Evans						
<i>Life Skills Unit of Work</i>	Identity and Portraiture						
<i>Life Skills Assessment</i>	Formative Assessment of Collection of works on Identity LS.1, LS.2, LS.3, LS.5, LS.9						
<i>Life Skills Outcomes</i>	LS.1, LS.2, LS.3, LS.4, LS.5, LS.6, LS.7, LS.8, LS.9						
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	Body of Work, Visual Arts Process Diary and Examination 100%: (AM: 70% CHS: 30%) 4.1, 4.3, 4.6, 4.7, 4.9						
<b>Reporting Outcomes</b>	4.1, 4.3, 4.6, 4.7, 4.9						

