

Elizabeth Macarthur High School



Year 7

Assessment Task Schedule

2024

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

TABLE OF CONTENTS

What is Assessment?	3
How Can Parents Help at Home?	3
Awarding Grades	3
1.1 Assessment Schedules	3
1.2 Written Notification of assessment tasks	4
1.3 Submission of Assessment Tasks	4
1.4 Formal examinations and in class tasks	4
1.5 HSC Practical, Major Work, Performance and Personal Interest Project (PIP) Submissions	4
1.6 Use of Technology - Computers	5
1.7 The Assessment Program for Life Skills Courses	5
1.8 Extension/ Illness/ Late/ Missed/ Misadventure	5
1.9 Malpractice	7
1.9 (a) Use of AI Technology	7
1.10 'N' determination Procedures for Non Completion of Course Requirements (Stage 5 & 6)	7
1.11 Appeals Process	9
1.12 Pandemic	9
1.13 Reporting	9
1.14 Confidentiality of Final Mark	9
1.15 Tasks that produce invalid or unreliable results	9
1.16 Feedback to Students	10
1.17 Disability Provisions	10
1.18 VET Assessment	11
Further Information	12
Student Drafts Procedure	13
Senior Examination Procedures	14
EXTENSION / ILLNESS/ LATE / MISSED / MISADVENTURE APPLICATION FORM	15
English	21
History	25
Spanish	31
Mathematics	37
PDHPE	43
Science	47
Industrial Arts	51
Life technology	55
Visual Arts	61

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.

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 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 usually NOT considered a valid reason for extension as this is known in advance.
- Unapproved leave such as family vacations 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 New South Wales 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) 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 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. 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 NESA Malpractice Register.

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. 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 NESA's 'N' determination process for the RoSA and the HSC. NESA 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 NESA
- 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

NESA 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.

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 will 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 will 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, corrects misunderstandings, states clearly how students can improve and allows 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 on page 14.

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 WORKPLACEMENT 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 NESA.

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 NESA 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)

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: ____ / ____ / ____

Year 7 2024 – 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										
Agriculture										
Visual Arts										

Year 7 2024 – 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										
Agriculture										
Visual Arts										

Year 7 2024 – 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										
Agriculture										
Visual Arts										

Year 7 2024 – 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										
Agriculture										
Visual Arts										



FORMAL ASSESSMENT SCHEDULE – 2024

ENGLISH

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 Type	Writing	Speech
COMPONENTS		DATE DUE	Term 1 Week 10	Term 3 Week 8
		IN CLASS OR TAKE HOME	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
<ul style="list-style-type: none"> • EN4-RVL-01 • EN4-URB-01 • EN4-ECA-01 • EN4-ECB-01 	Representation in Drama	50%	50	
<ul style="list-style-type: none"> • EN4-2A • EN4-6C • EN4-8D 	Powerful Youth Voices in Poetry	50%		50
TOTAL		100%	50%	50%

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

SCOPE & SEQUENCE –2024

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Unit of Work	Representation in drama									
	Description	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.									
	Outcomes	EN4-RVL-01, EN4-URB-01, EN4-ECA-01, EN4-ECB-01									
	Subject Specific Text	<p>Text Type: Drama text - fiction Boy Overboard The Play OR Honey Spot</p> <p>Text Experiences: Fictional depiction of Aboriginal and Torres Strait Islander authors, as well as, intercultural and diverse experiences.</p>									
	Life Skills Unit of Work	Representation in drama									
	Life Skills Outcomes	ENLS-RVL-01, ENLS-URB-01, ENLS-ECA-02									
	Assessment Task, Name, Number, Weighting, Outcomes	<p>Assessment Task 1 Creative Writing Response 50%</p> EN4-RVL-01, EN4-URB-01, EN4-ECA-01, EN4-ECB-01									
	Reporting	Semester 1: EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01									

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Unit of Work	Hero's Journey									
	Description	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. Students will deepen their understanding of how a composer's context shapes their perspectives and representations. Through engaging with a drama text, students will evaluate how and why drama is a compelling way to represent ideas, experiences and stories. Students will interpret the perspectives presented through the drama script and analyse how the playwright communicates powerful ideas.									
	Outcomes	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01.									
	Subject Specific Text	<p>Text Type: Film</p> <p>Text Experiences: Fiction</p>									
	Life Skills Unit of Work	Hero's Journey									
	Life Skills Outcomes	ENLS-RVL-01, ENLS-URB-01, ENLS-ECA-02									
	Assessment Task, Name, Number, Weighting, Outcomes	Formative Assessment									
	Reporting	Semester 1: EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01									

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Unit of Work	Powerful Youth Voices in poetry									
	Description	Students will develop their understanding of how spoken word texts provoke a dynamic interaction between composer and responder. This unit traces the evolution of the spoken word from traditional forms of oracy to a contemporary culture of multimodal texts. Students will experiment with writing and delivering a range of spoken forms to deepen their understanding of the reciprocal relationship between composer and responder. Students should consider the following questions: Why is performance a powerful tool in bringing stories and words to life? How does the spoken word lead to a unique relationship between performer and audience? How has the art of speaking, including oracy and rhetoric, evolved over time in response to changing cultures and technology?									
	Outcomes	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01									
	Subject Specific Text	Text Type: Collection of Poetry & a range of types of non-fiction texts Text Experiences: Non-Fiction; Australian authors; intercultural and diverse experiences; cultural, social and gender perspectives.									
	Life Skills Unit of Work	Powerful Youth Voices in poetry									
	Life Skills Outcomes	ENLS-RVL-01, ENLS-URA-01, ENLS-URB-01, ENLS-URC-01, ENLS-ECA-02, ENLS-ECB-01.									
	Assessment Task, Name, Number, Weighting, Outcomes	Assessment Task 2 Digital Presentation 50% Digital presentation either video recording or voice recording. EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01									
	Reporting	Semester 2: EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01									

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Unit of Work	Close or Critical Study of Fiction									
	Description	<i>The Close Study of Text</i> 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>The Critical Study will additionally include:</i> Students learn about how stories can have hidden meanings or morals aligned with obstacles and challenges, and analyse how the author's choice of language and structure impacts meaning and contributes to the value of a text throughout time.									
	Outcomes	EN4-RVL-01, EN4-URB-01, EN4-ECA-01, EN4-ECB-01.									
	Subject Specific Text	Text Type: Extended Prose Fiction Text Experiences: Fiction									
	Life Skills Unit of Work	Close Study of Fiction									
	Life Skills Outcomes	ENLS-RVL-01, ENLS-URB-01, ENLS-ECA-02, ENLS-ECB-01.									
	Assessment Task, Name, Number, Weighting, Outcomes	Formative Assessment									
	Reporting	Semester 2: EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01									



FORMAL ASSESSMENT SCHEDULE – 2024

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>		Task No.	TASK 1	TASK 2
		Task Type	Depth Study 2	Depth Study 4
<p>COMPONENTS</p>		DATE DUE	Term 2 Week 5	Term 3 Week 8
		IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
HT4-3, HT4-6, HT4-9 & HT4-10	Knowledge and Understanding	50%	25	25
HT4-4, HT4-7, HT4-8, Ht4-9 & HT4-10	Historical Inquiry & Communication	50%	25	25
<p>TOTAL</p>		100%	50%	50%

OBJECTIVES	OUTCOMES
A student develops:	A student:
Students: <ul style="list-style-type: none"> • develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia • develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia. 	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"> • develop skills to undertake the process of historical inquiry 	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"> • develop skills to communicate their understanding of history 	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 –2024

	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	Depth Study 1: Investigating the Ancient Past							Depth Study 2: The Mediterranean World: 2B- Greece				
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	HT4-1 Describes the nature of history and archaeology and explains their contribution to an understanding of the past HT4-5 Identifies the meaning, purpose and context of historical sources HT4-6 Uses evidence from sources to support historical narratives and explanations HT4-8 Locates, selects and organises information from sources to develop an historical inquiry HT4-9 Uses a range of historical terms and concepts when communicating an understanding of the past HT4-10 Selects and uses appropriate oral, written, visual and digital forms to communicate about the past							HT4-2 Describes major periods of historical time and sequences events, people and societies from the past HT4-3 Describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-6 Uses evidence from sources to support historical narratives and explanations HT4-9 Uses a range of historical terms and concepts when communicating an understanding of the past HT4-10 Selects and uses appropriate oral, written, visual and digital forms to communicate about the past				
Subject specific i.e. Module, Area of study Text etc	How Historians and archaeologists investigate history, including excavation and archival research. Students: 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. The range of sources that can be used in an historical investigation, including archaeological and written sources. Students: - List a range of sources used by archaeologists and historians in historical investigations.			Students briefly outline (Ancient World Overview) the theory that people moved out of Africa around 60,000 years ago and migrated to other parts of the world. 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: -Use the process of historical investigation to examine at least ONE historical controversy or mystery. 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: - Locate and describes 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. The Importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander peoples. Students: - 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.				The physical features of the ancient society and how they influenced the civilisation that developed there. Students: - 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.		Students briefly outline (Ancient World Overview) - 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. Roles of key groups in the ancient society, including the influence of law and religion. Students: - 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	- HTLS-1 Recognises personal connections to history - HTLS-7 Recognises a variety of historical sources - HTLS-8 Uses sources to understand the past - HTLS-10 Uses a variety of strategies to locate and select information for an historical investigation - HTLS-11 Uses historical terms to describe the past - HTLS-12 Investigates the past using historical skills - HTLS-13 Selects and uses a variety of strategies to organise and communicate information about the past							- HTLS-2 Demonstrates an understanding of time and chronology - HTLS-3 Investigates how people lived in various societies from the past - HTLS-4 Explores the features of a particular society of time - HTLS-5 Recognises the significance of people and events in the past - HTLS-8 Uses sources to understand the past - HTLS-11 Uses historical terms to describe the past - HTLS-12 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				

	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 2: The Mediterranean World: 2A- Greece					Depth Study 3: The Asian World - 3B China									
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"> - HT4-2 Describes major periods of historical time and sequences events, people and societies from the past - HT4-3 Describes and assesses the motives and actions of past individuals and groups in the context of past societies - HT4-6 Uses evidence from sources to support historical narratives and explanations - HT4-9 Uses a range of historical terms and concepts when communicating an understanding of the past - HT4-10 Selects and uses appropriate oral, written, visual and digital forms to communicate about the past 					<ul style="list-style-type: none"> - HT4-2 Describes major periods of historical time and sequences events, people and societies from the past - HT4-3 Describes and assesses the motives and actions of past individuals and groups in the context of past societies - HT4-6 Uses evidence from sources to support historical narratives and explanations - HT4-9 Uses a range of historical terms and concepts when communicating an understanding of the past - HT4-10 Selects and uses appropriate oral, written, visual and digital forms to communicate about the past 									
Subject specific i.e. Module, Area of study Text etc	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: <ul style="list-style-type: none"> - Identify contacts and conflicts of peoples within the ancient world. - Describe significant contacts with other societies through trade, warfare and conquest. - 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. - Explain the legacy of the chosen ancient society. 		The role of a significant individual in the ancient Mediterranean World such as Hatshepsut, Rameses II, Pericles, Julius Caesar or Augustus. Students: <ul style="list-style-type: none"> - Using a range of sources, including digital sources, investigate the role of a significant individual in the ancient Mediterranean world. - Assess the role and significance of the individual chosen: Hatshepsut 			The physical features of the ancient society and how they influenced the civilisation that developed there. Students: <ul style="list-style-type: none"> - Describe the geographical setting and natural features of the ancient society. - Explain how the geographical setting and natural features influenced the development of the ancient society 		Students briefly outline (Ancient World Overview) <ul style="list-style-type: none"> - key features of ancient societies (farming, trade, social classes, religion, rule of law). 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: <ul style="list-style-type: none"> - Outline the main features of the social structures and government of the ancient society, including the role of law and religion. - Describe the roles of key groups in the society. - Describe the everyday life of men, women and children in the society. 		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: <ul style="list-style-type: none"> - 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"> - Warfare. - Death and funerary customs 		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: <ul style="list-style-type: none"> - Identify contacts and conflicts of peoples within the ancient Asian world. - Outline significant contacts with other societies, e.g. trade, warfare and conquest. - 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. - Explain the legacy of the chosen Asian society: China. 		The role of a significant individual in the ancient Asian world, for example Chandragupta Maurya, Ashoka, Confucius or Qin Shi Huang Di. Students: <ul style="list-style-type: none"> - Using a range of sources, including ICT, investigate the role of a significant individual in the ancient Asian world. - Assess the role and importance of the individual chosen: Qin Shi Huang Di. 	
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"> - HTLS-2 Demonstrates an understanding of time and chronology - HTLS-3 Investigates how people lived in various societies from the past - HTLS-4 Explores the features of a particular society of time - HTLS-5 Recognises the significance of people and events in the past - HTLS-8 Uses sources to understand the past - HTLS-11 Uses historical terms to describe the past - HTLS-12 Investigates the past using historical skills 					<ul style="list-style-type: none"> - HTLS-2 Demonstrates an understanding of time and chronology - HTLS-3 Investigates how people lived in various societies from the past - HTLS-4 Explores the features of a particular society of time - HTLS-5 Recognises the significance of people and events in the past - HTLS-8 Uses sources to understand the past - HTLS-11 Uses historical terms to describe the past - HTLS-12 Investigates the past using historical skills 									
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									

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

	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						
	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"> - HT4-2 Describes major periods of historical time and sequences events, people and societies from the past - HT4-3 Describes and assesses the motives and actions of past individuals and groups in the context of past societies - HT4-4 Describes and explains the causes and effects of events and developments of past societies over time - HT4-6 Uses evidence from sources to support historical narratives and explanations - HT4-7 Identifies and describes different contexts, perspectives and interpretations of the past - HT4-10 Selects and uses appropriate oral, written, visual and digital forms to communicate about the past 						<ul style="list-style-type: none"> - HT4-2 Describes major periods of historical time and sequences events, people and societies from the past - HT4-4 Describes and explains the causes and effects of events and developments of past societies over time - HT4-6 Uses evidence from sources to support historical narratives and explanations - HT4-7 Identifies and describes different contexts, perspectives and interpretations of the past - HT4-9 Uses a range of historical terms and concepts when communicating an understanding of the past - HT4-10 Selects and uses appropriate oral, written, visual and digital forms to communicate about the past 						
Subject specific i.e. Module, Area of study Text etc	<p>The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease. Students:</p> <ul style="list-style-type: none"> - Outline the extent of trade between Europe and Asia in the 14th century. - Explain how trade and travel contributed to the outbreak and spread of the Black Death. 		<p>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:</p> <ul style="list-style-type: none"> - Describe the causes and symptoms of the Black Death. - Use sources to identify common treatments of the disease and discuss their effectiveness. - Outline responses of social groups to the spread of the disease, including flagellants and the impact on monasteries. 		<p>The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague. Students:</p> <ul style="list-style-type: none"> - Assess the impact of the Black Death on Asian, European and African societies. - Using a range of sources, discuss different interpretations of the impact of the Black Death on European society. <p>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:</p> <ul style="list-style-type: none"> - Describe short-term and long-term effects of the Black Death on medieval societies. - Assess the role of the Black Death in breaking down the feudal system in Europe 		<p>Theories about the origin and spread of Polynesian settlers throughout the Pacific. Students:</p> <ul style="list-style-type: none"> - Identify the geographic extent and natural features of Polynesia. - Outline theories about the origin and spread of Polynesian settlers throughout the Pacific. - Locate the Pacific regions settled by the Polynesians. - Describe the different societies of Polynesia. 		<p>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:</p> <ul style="list-style-type: none"> - Describe key environmental resources of Polynesian societies. Students assess Polynesian uses of environmental resources in this period, including: <ul style="list-style-type: none"> - The extinction of the moa in New Zealand. - The use of religious/supernatural threats to conserve resources. - The exploitation of Easter Island's palm trees. 		<p>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:</p> <ul style="list-style-type: none"> - Describe everyday life in ONE Polynesian society during this period. - Describe key political features of ONE Polynesian society. - Explain key economic activities of ONE Polynesian society. 		<p>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:</p> <ul style="list-style-type: none"> - 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).
Life Skills Unit of work Life Skills Assessment Task Name, weighting, number, outcomes	The Black Death :Life Skills No assessment task for Depth study 6						The Polynesian expansion: Life Skills No assessment task for Depth study 5						
Life Skills Outcomes	<ul style="list-style-type: none"> - HTLS-2 Demonstrates an understanding of time and chronology -HTLS-3 Investigates how people lived in various societies from the past - HTLS-4 Explores the features of a particular society of time - HTLS-5 Recognises the significance of people and events in the past - HTLS-6 Explores the significance of changes and developments in the past - HTLS-8 Uses sources to understand the past - HTLS-9 Recognises different perspectives of people, events and issue 						<ul style="list-style-type: none"> - HTLS-2 Demonstrates an understanding of time and chronology - HTLS-6 Explores the significance of changes and developments in the past - HTLS-8 Uses sources to understand the past - HTLS-9 Recognises different perspectives of people, events and issues - HTLS-11 Uses historical terms to describe the past - HTLS-12 Investigates the past using historical skills - HTLS-13 Selects and uses a variety of strategies to organise and communicate information about the past 						
Assessment Task Name, Weighting, Numbe, Outcomes Reporting outcomes	No assessment task for Depth study 6 HT4-7, HT4-10						No assessment task for Depth study 5 HT4-4, HT4-7						



FORMAL ASSESSMENT SCHEDULE – 2024

SPANISH

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 Type	Spanish Culture Presentation	Spanish Role Play
COMPONENTS	DATE DUE	Term 2 Week 3	Term 4 Week 2
	IN CLASS OR TAKE HOME	<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
TOTAL	100%	50%	50%

OBJECTIVES	STAGE 4 OUTCOMES:
A student develops:	A student:
Interacting	LSP4-1C: Uses Spanish to interact with others to exchange information, ideas and opinions, and make plans
Accessing and responding	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
Composing	LSP4-4C Applies a range of linguistic structures to compose texts in Spanish, using a range of formats for different audiences
Systems of language	LSP4-5U Applies Spanish pronunciation and intonation patterns
	LSP4-6U Applies features of Spanish grammatical structures and sentence patterns to convey information and ideas
	LSP4-7U Identifies variations in linguistic and structural features of texts
The role of language and culture	LSP4-8U Identifies that language use reflects cultural ideas, values and beliefs

SCOPE & SEQUENCE –2024

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	Unit of Work	Introduction to Spanish: Geography / Language & Culture				Greetings & Basic Communication			Introduction to grammatical structures			
	Description	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.			
	Outcomes	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										
	Syllabus Specific Dot points			<ul style="list-style-type: none"> recognise that Spanish is both a local and global language, for example: (ACLF107) – 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 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 	<ul style="list-style-type: none"> interact with peers and known adults on topics of interest, for example: (ACLF091, ACLF093) exchanging greetings with different people in various contexts, e.g. <i>Hola, señor Lenoir. ¿Cómo está usted? ¿Hola Pedro como estas? ¿Buen gracias y usted? ¿No etoy mal y tu? ¡Adiós, señor Lenoir! ¡Hasta luego! Hasta pronto</i> following teacher instructions and participating in class routines by responding to requests, commands and asking for permission, e.g. <i>Hola clase. ¡Séntese! ¡Silencio! ¡Abran sus libros en la página 10! Señor/a, ¿puedo/ puedo ir al baño?</i> interacting in Spanish to perform classroom tasks e.g. <i>¡Haz clic en la imagen del castillo! ¡Elige la forma negativo, copia, responde las preguntas!</i> understand elements of Spanish grammar, including the systematic nature of verb conjugation, for example: (ACLF103) – using numerals including cardinal, ordinal, dates and time understand how language use varies according to context and the relationship between participants, for example: (ACLF105) – 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 	<ul style="list-style-type: none"> engage in collaborative activities that involve planning and making arrangements, for example: (ACLF092) participating in a class activity, e.g. word, board or electronic game, using set phrases in Spanish using online learning tools to create a rap song about greetings, days of the week or numbers 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: (ACLF095, ACLF096) – writing a greeting card to a friend to say 'hello', or wish them 'Happy Birthday' locate information and identify gist in a range of spoken, written and digital texts, for example: (ACLF094) 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 	<ul style="list-style-type: none"> create bilingual texts and resources for the classroom, for example: (ACLF099) creating bilingual flashcards for peers to learn new vocabulary, e.g. <i>familia, transporte, comida</i> creating a phrasebook that includes key vocabulary and phrases learned in a unit of work 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 recognise how Spanish influences and is influenced by factors such as technology, and other languages and cultures, for example: (ACLF106) 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> 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 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> recognising that the Spanish language has borrowed English words of Aboriginal origin and adapted them, e.g. <i>canguro, cucaburra, coala, barramundi</i> 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> 					
	Grammatical Dot Points	<ul style="list-style-type: none"> recognise and use features of the Spanish sound system, including pitch, accent, rhythm and intonation, for example: (ACLF102) understanding that the Spanish alphabet has vowels with accents as well as a 'á, é, í, ó, ú' understanding the vowel system in Spanish, including nasalised vowels, eg 'lleno', 'bien', and semi-vowels, e.g. 'familia', 'sí' pronouncing sounds correctly, e.g. 'll' and 'r' and identifying the silent 'h' developing awareness of Spanish sounds, rhythms and intonation patterns, including those with no English equivalents, such as 'j', 'll', 'che' and 'ción' distinguishing vowel sounds, such as recognising the distinctions between nasal vowel sounds, e.g. <i>cinco, agradable, comer, entre, incluyendo, dulces</i>, and experimenting with pronunciation of consonant-vowel combinations, such as using tongue-twisters, e.g. <i>un cazador que sabe cazar...</i>, <i>seiscientos seis salchichas suizas...</i> 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, cedilla, acento circunflejo</i> understand elements of Spanish grammar, including the systematic nature of verb conjugation, for example: (ACLF103) 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> building metalanguage to talk about grammar and vocabulary, e.g. <i>las formas negativas, interrogativos, masculino, femenino, singular, plural</i>, and comparing with equivalent English terms recognising similarity in standard word order with English and understanding that word order can vary 										
	Life Skills Unit of Work	No students identified as of November 2020										
Assessment Task Name, Weighting, Number, Outcomes	N/A											
Reporting	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
Unit of Work	Me and my family and all the things we do together									
Description	Personal identification Name, surname, address, birthdate, etc... Physical and personality descriptions (nouns and adjectives)			Family Vocab Possessives			Family Descriptions			
Outcomes	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									
Syllabus Specific Dot Points	<ul style="list-style-type: none"> locate information and identify gist in a range of spoken, written and digital texts, for example: (ACLFRC94) locating specific information from print and an audiovisual text, e.g. timetable, calendar, family tree, advertisement, sign gathering information about places, people or events in Spanish contexts and cultures, and using it to build timelines, itineraries or profiles 		<ul style="list-style-type: none"> interact with peers and known adults on topics of interest, for example: (ACLFRC091, ACLFRC093) 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 respond in English or Spanish to information and ideas in a variety of spoken, written and digital forms for specific contexts, for example: (ACLFRC096) 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 		<ul style="list-style-type: none"> locate information and identify gist in a range of spoken, written and digital texts, for example: (ACLFRC94) listening to a short spoken text with some unfamiliar language and identifying the speakers and the setting recognise their own and others' ways of expressing identity, reflecting on the relationship between language, culture and identity, for example: (ACLFRC100, ACLFRC101) comparing aspects of identity that may be important across cultures, e.g. state, country, ethnic group, language, age and position in family 		<ul style="list-style-type: none"> understand elements of Spanish grammar, including the systematic nature of verb conjugation, for example: (ACLFRC103) expressing ownership through the use of singular and plural possessive adjectives, e.g. mis ojos, su pelo, tu madre, sus amigos 		<ul style="list-style-type: none"> 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) writing a simple email to a host family in a Spanish-speaking country, providing personal information, likes and interests 	
Grammatical Dot Points	<ul style="list-style-type: none"> recognise and use features of the Spanish sound system, including pitch, accent, rhythm and intonation, for example: (ACLFRC102) recognising differences in intonation and rhythm between statements, questions and commands, e.g. Escuchas la canción. ¿Estás escuchando la canción? ¡Escucha la canción! using appropriate intonation for common fillers, interjections and responses, e.g. por ejemplo eh? bueno, bueno... ¿no? ¡Ay!, ¡Ay!, ¡Yippe! Caramba ... understand elements of Spanish grammar, including the systematic nature of verb conjugation, for example: (ACLFRC103) 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 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 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 understand how language use varies according to context and the relationship between participants, for example: (ACLFRC105) 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. 									
<i>Life Skills Unit of Work</i>	No students identified as of November 2020									
Assessment Task Name, Weighting, Number, Outcomes	<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>									
Reporting	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
Unit of Work	In class at school and Free time at home									
Description	Free Time – likes and dislikes			School subjects and routines				Family/work routines		
Outcomes	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									
Syllabus Specific Dot Points	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		
Grammatical Dot Points	<ul style="list-style-type: none"> understand elements of Spanish grammar, including the systematic nature of verb conjugation, for example: (ACLFRC103) 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 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 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? 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 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 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! recognising substitution of the indefinite article with de in negative sentences, e.g. No, no tengo un hermano. Tengo una hermana. 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? understand how language use varies according to context and the relationship between participants, for example: (ACLFRC105) 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 recognise their own and others' ways of expressing identity, reflecting on the relationship between language, culture and identity, for example: (ACLFRC100, ACLFRC101) observing interactions between Spanish speakers in different contexts, recognising the elements that reflect cultural attitudes or behaviours 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 									
<i>Life Skills Unit of Work</i>	No students identified as of November 2020									
Assessment Task Name, Weighting, Number, Outcomes	N/A									
Reporting	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
Unit of Work	Spanish Food								Celebrations	
Description	Assessment 2 – Role Play (group task)				Spanish Food – Spanish food incursion (7/8)				Celebrations in the Spanish speaking world	
Outcomes	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									
Syllabus Specific Dot Points	<ul style="list-style-type: none"> locate information and identify gist in a range of spoken, written and digital texts, for example: (ACLFRC94) – 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 – 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 respond in English or Spanish to information and ideas in a variety of spoken, written and digital forms for specific contexts, for example: (ACLFRC096) – sequencing elements of a cartoon, comic or simple narrative, e.g. by creating a storyboard using pictures and captions – responding to questions about characters or events in different types of texts – 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 			<ul style="list-style-type: none"> create bilingual texts and resources for the classroom, for example: (ACLFRC099) – preparing bilingual captions for a text, e.g. a newsletter item for the school community – 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 – providing a commentary in English to a performance of a Spanish skit – creating a simple children’s story book in both languages, with illustrations explore connections between language and culture in particular words, expressions and communicative behaviours, for example: (ACLFRC108) – understanding the use of set phrases relating to cultural customs, e.g. usando, a la hora de comer, ¡Buen provecho! ¡Feliz fiesta! 			<ul style="list-style-type: none"> engage in collaborative activities that involve planning and making arrangements, for example: (ACLFRC092) – 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. – 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 		<ul style="list-style-type: none"> recognise their own and others’ ways of expressing identity, reflecting on the relationship between language, culture and identity, for example: (ACLFRC100, ACLFRC101) – understanding traditional and modern ways of celebrating festivals in francophone countries 	
Grammatical Dot Points	<ul style="list-style-type: none"> recognise how Spanish influences and is influenced by factors such as technology, and other languages and cultures, for example: (ACLFRC106) – 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 – 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 – identify textual conventions of familiar spoken, written and multimodal texts, for example: (ACLFRC104) – 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 aparcar! – identifying elements of common types of text, e.g. correo electrónico, clima, eslóganes y explaining relationships between language, structure and textual purpose – 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 									
<i>Life Skills Unit of Work</i>	No students identified as of November 2020									
Assessment Task Name, Weighting, Number, Outcomes	Spanish Role Play Assessment Task 2 - 50% Due Date: Term 4, Week 2 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									
Reporting	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 – 2024

MATHEMATICS

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	Topic Tests	Half-Yearly Examination	Topic Tests	Yearly Examination
COMPONENTS		DATE DUE	Term 1&2 one per topic	Term 2 Weeks 4/5	Term 3&4 one per topic	Term 4 Weeks 4/5
		IN CLASS OR 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	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
MA4-1/2/3WM	Working Mathematically: Reasoning, Communication and Applying strategies	50%	15	10	15	10
MA4-4/5/8/9/11NA MA4-12/13/14/15/17/1 8MG MA4-19/21SP	Knowledge, Understanding and Skills: Number and Algebra, Measurement and Geometry, Statistics and Probability	50%	15	10	15	10
TOTAL		100%	30%	20%	30%	20%

Outcome	A student:
MA4-1WM	Communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
MA4-2WM	Applies appropriate mathematical techniques to solve problems
MA4-3WM	Recognises and explains mathematical relationships using reasoning
MA4-4NA	Compares, orders and calculates with integers, applying a range of strategies to aid computation
MA4-18MG	Identifies and uses angle relationships, including those related to transversals on sets of parallel lines
MA4-9NA	Operates with positive-integer and zero indices of numerical bases
MA4-21SP	Represents probabilities of simple and compound events
MA4-5NA*	Operates with fractions and percentages
MA4-8NA	Generalises number properties to operate with algebraic expressions
MA4-10NA	Uses algebraic techniques to solve simple linear and quadratic equations.
MA4-17MG	Classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
MA4-5NA*	Operates with decimals
MA4-12MG*	Calculates the perimeter of plane shapes
MA4-13MG*	Uses formulas to calculate the areas of rectangles, triangles, simple composite shapes and converts between units of area
MA4-11NA*	Plots points and performs transformations on the Cartesian plane
MA4-14MG*	Uses formulas to calculate the volumes of prisms and converts between units of volume
MA4-15MG	Performs calculations of time that involve mixed units, and interprets time zones
MA4-19SP	Collects, represents and interprets single sets of data, using appropriate statistical displays

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

SCOPE & SEQUENCE –2024

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
T e r m 1	Unit of Work	Integers			Number Operations			Algebra I				Review	
	Description	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.					
	Outcomes	MAO-WM-01 MA4-INT-C-01			MAO-WM-01 MA4-IND-C-01			MAO-WM-01 MA4-ALG-C-01					
	Subject Specific i.e. Module, Area of Study, Text etc	N/A			N/A			N/A				N/A	
	<i>Life Skills Unit of Work</i>	Language of Numbers	Comparing and ordering		Counting	Representing Number		Repeating Patterns					
	<i>Life Skills Outcomes</i>	MALS-LAN-01 recognises language that represents number MALS-LAN-02 responds to and uses language that represents number	MALS-COM-01 compares and orders numbers		MALS-COU-01 counts in everyday contexts	MALS-REP-01 represents number in everyday contexts		MALS-PAT-01 recognises and applies patterns in everyday contexts					
	Assessment Task Name, Weighting, Number			Integers Topic Test 10%			Numbers Topic Test 10%					Algebra Topic Test 10%	
	Reporting (outcomes assessed)	MAO-WM-01			MAO-WM-01			MAO-WM-01					

		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	Unit of Work	Angle Geometry			Fractions			Algebra II (Equations)			Review
	Description	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.			
	Outcomes	MAO-WM-01 MA4-ANG-C-01			MAO-WM-01 MA4-FRC-C-01			MAO-WM-01 MA4-EQU-C-01			
	<i>Life Skills Unit of Work</i>	Estimating and Measuring			Fractions			Addition and Subtraction Multiplication and division			
	<i>Life Skills Outcomes</i>	No Related Life Skills for Stages 4/5 outcomes			MALS-FRC-01 demonstrates knowledge of fractions in everyday contexts			MALS-ADS-01 uses strategies for addition and subtraction MALS-MDI-01 uses strategies for multiplication and division			
	Assessment Task Name, Weighting, Number, Outcomes				Half-yearly Exam 20%			Fractions Topic Test 10%			Equations Topic Test 10%
	Reporting				MAO-WM-01			MAO-WM-01 Semester 2 Report (Sem2)			MAO-WM-01 Sem2

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
T e r m 3	Unit of Work	Decimals			Perimeter and Area			Geometrical Figures			Review	
	Description	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				
	Outcomes	MAO-WM-01 MA4-FRC-C-01			MAO-WM-01 MA4-LEN-C-01, MA4-ARE-C-01			MAO-WM-01 MA4-GEO-C-01				
	<i>Life Skills Unit of Work</i>	Fractions and Decimals			Length	Area		Geometry				
	<i>Life Skills Outcomes</i>	MALS-DEP-01 demonstrates knowledge of decimals and percentages in everyday contexts			MALS-LEN-01 measures and uses length in everyday contexts		MALS-ARE-01 measures and uses area in everyday contexts		MALS-GEO-01 explores 2-dimensional shapes and 3-dimensional objects			
	Assessment Task Name, Weighting, Number, Outcomes				Decimals Topic Test 10%				Perimeter and Area Topic Test 10%			Geometry Topic Test 10%
	Reporting				MAO-WM-01 Sem2			MAO-WM-01 Sem2			MAO-WM-01 Sem2	

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



FORMAL ASSESSMENT SCHEDULE – 2024

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	Movement Skills	Nutrition	Movement Skills
COMPONENTS	DATE DUE	Term 1 Week 10	Term 2 Week 4	Term 3 Week 9	Term 4 Week 4
	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
SYLLABUS OUTCOMES		PD4-1, PD4-2, PD4-6	PD4-4, PD4-5	PD4-6, PD4-7	PD4-10, PD4-11
Knowledge and understanding	50%	25		25	
Skills	50%		25		25
TOTAL MARK	100%	25%	25%	25%	25%

Outcome	Description
PD4-1	examines and evaluates strategies to manage current and future challenges
PD4-2	examines and demonstrates the role help- seeking strategies and behaviours play in supporting themselves and others
PD4-3	investigates effective strategies to promote inclusivity, equality and respectful relationships
PD4-4	refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
PD4-5	transfers and adapts solutions to complex movement challenges
PD4-6	recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
PD4-7	investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
PD4-8	plans for and participates in activities that encourage health and a lifetime of physical activity
PD4-9	demonstrates self- management skills to effectively manage complex situations
PD4-10	applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
PD4-11	demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

SCOPE & SEQUENCE –2024

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	Unit of Work	Changes in Me											
	Description	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.											
	Outcomes	PD4-1, PD4-2, PD4-3, PD4-6, PD4-9, PD4-10											
	Subject Specific i.e. Module, Area of Study, Text etc	Health, Wellbeing and Relationships											
	<i>Life Skills Unit of Work</i>	Changes in Me LS											
	<i>Life Skills Outcomes</i>	PDL5-1, PDL5-2, PDL5-3, PDL5-4, PDL5-10, PDL5-11											
	Assessment Task Name, Weighting, Number, Outcomes	Task #1: Changes in me Weighting: 25% Outcomes: PD4-1, PD4-2, PD4-6											
	Reporting Outcomes	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	Unit of Work	Mental Health									
	Description	Students analyse the changing relationships they have with peers and family members as they mature and gain greater independence. They examine the rights and responsibilities in healthy relationships and how to manage conflict. Students learn to recognise the misuse of power in relationships, bullying, other forms of abuse and how to seek help. They learn about the responsible use of technology and cyberbullying									
	Outcomes	PD4-1, PD4-2, PD4-3, PD4-6, PD4-9, PD4-10									
	Subject Specific i.e. Module, Area of Study, Text etc	Health, Wellbeing and Relationships Healthy, Safe and Active Lifestyles									
	<i>Life Skills Unit of Work</i>	Mental Health LS									
	<i>Life Skills Outcomes</i>	PDL5-1, PDL5-2, PDL5-3, PDL5-4, PDL5-8, PDL5-9, PDL5-10, PDL5-11									
	Assessment Task Name, Weighting, Outcomes	Task #2: Movement Skills assessment task Weighting: 25% Outcomes: PD4-4, PD4-5									
	Reporting Outcomes	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	
Term 3	Unit of Work	Nutrition									
	Description	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.									
	Outcomes	PD4-2, PD4-6, PD4-7, PD4-8, PD4-9, PD4-10									
	Strand, Module	Healthy, Safe and Active Lifestyles									
	<i>Life Skills Unit of Work</i>	Nutrition LS									
	<i>Life Skills Outcomes</i>	PDL5-3, PDL5-7, PDL5-8, PDL5-9, PDL5-10									
	Assessment Task Name, Weighting, Outcomes	Task #3: Nutrition assessment task Weighting: 25% Outcomes: PD4-6, PD4-7									
	Reporting Outcomes	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	
Term 4	Unit of Work	Road Safety									
	Description	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.									
	Outcomes	PD4-2, PD4-6, PD4-7, PD4-8, PD4-9, PD4-10									
	Strand, Module	Healthy, Safe and Active Lifestyles									
	<i>Life Skills Unit of Work</i>	Road Safety LS									
	<i>Life Skills Outcomes</i>	PDL5-2, PDL5-3, PDL5-7, PDL5-8, PDL5-9, PDL5-10, PDL5-11, PDL5-12									
	Assessment Task Name, Weighting, Outcomes	Task #4: Movement Skills assessment task Weighting: 25% Outcomes: PD4-10, PD4-11									
	Reporting Outcomes	PD4-6, PD4-7, PD4-10, PD4-11, PD4-9 (formative assessment in 'Road Safety' unit)									



FORMAL ASSESSMENT SCHEDULE – 2024

SCIENCE	Year: 7
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SYLLABUS OUTCOMES	COMPONENTS	Task Type	Matter FHI	Yearly Examination
		DATE DUE	Term 1 Week 9	Term 4 Week 4-6
		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
Skills	SC4-4WS to SC4-9WS Students assessed on their ability to plan, conduct, analyse and communicate both firsthand and second-hand information through examinations, practical examinations and research tasks.	60%	45	15
Knowledge	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	40%	5	35
TOTAL MARK		100%	50%	50%

Outcome	Description
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

SCOPE & SEQUENCE –2024

Course:	Science	Year:	7	Stage:	Stage 4	
Term 1		Week 1-7		Week 8-11		
	Unit of Work	Matter and skills		Separating mixtures		
	Description	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.		
	Outcomes	<u>Skills Outcomes:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS <u>Content outcomes:</u> SC4-16CW CW1 a-f		<u>Skills outcomes:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS <u>Content outcomes:</u> SC417CW, CW3 a-e		
	Subject Specific i.e. Module, Area of Study, Text etc	N/A		Investigations and real life scenarios		
	Life Skills Unit of Work	Matter and skills		Separating mixtures		
	Life Skills Outcomes	<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		
	Assessment Task Name, Weighting, Number, Outcomes	<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%				
		<u>Task name:</u> Yearly 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%				
	Reporting Outcomes	Reporting outcomes semester 1: SC4-16CW, SC4-17CW, SC4-4WS, SC4-6WS				

Term 2		Weeks 1	Week 2-7 (Camp Week 6)	Week 8- Week 10
	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	<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%		
		<u>Task name:</u> Yearly 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%		
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
	Unit of Work	Energy	Solar System	Classification
	Description	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.
	Outcomes	<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
	Subject Specific i.e. Module, Area of Study, Text etc	The workings of the world	Wonders of space	Easy way
	Life Skills Unit of Work	Energy	Solar system	Classification
	Life Skills Outcomes	<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
	Assessment Task Name, Weighting, Outcomes	<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%		
	Reporting Outcomes	<u>Task name:</u> Yearly 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%		
	Reporting outcomes semester 2: SC4-14LW, SC4-11PW, SC4-5WS, SC4-9WS			

Term 4		Week 1- Week 3	Week 5- Week 9
	Unit of Work	Classification	Renew, Reuse, Recycle
	Description	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
	Outcomes	<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
	Subject Specific i.e. Module, Area of Study, Text etc	Easy way	Renewable resources
	Life Skills Unit of Work	Classification	Renew, Reuse, recycle
	Life Skills Outcomes	<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
	Assessment Task Name, Weighting, Outcomes	<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%	
	Reporting Outcomes	<u>Task name:</u> Yearly 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%	
	Reporting outcomes semester 2: SC4-14LW, SC4-11PW, SC4-5WS, SC4-9WS		



FORMAL ASSESSMENT SCHEDULE – 2024

INDUSTRIAL ARTS	Year: 7
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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.	TRIMESTER 1 – (14 WEEKS) TERM 1 WEEK 1- TERM 2 WEEK 3	TRIMESTER 2 – (13 WEEKS) TERM 2 WEEK 4 - TERM 3 WEEK 6	TRIMESTER 3 – (14 WEEKS) TERM 3 WEEK 7 - TERM 4 WEEK 10)
		Task Type	TASK 1 DESIGN PROJECT	TASK 1 DESIGN PROJECT	TASK 1 DESIGN PROJECT
SYLLABUS OUTCOMES	COMPONENTS	DATE DUE	Term 1 Week 8	Term 3 Week 2	Term 4 Week 5
		IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
TE4-1DP / TE4-2DP / TE4-4DP TE4-7DI / TE4-10TS	Digital Technologies	50%	50%	50%	50%
TE4-1DP / TE4-2DP / TE4-3DP TE4-9MA / TE4-10TS	Material Technologies	50%	50%	50%	50%
TOTAL		100%	100%	100%	100%

Technology Mandatory (Stage 4)

Every Year 7 Technology Mandatory class will undertake 1 trimester of study within the Industrial Arts Faculty

OUTCOMES**A student:**

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

TE4-2DP plans and manages the production of designed solutions

TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language

TE4-7DI explains how data is represented in digital systems and transmitted in networks

TE4-10TS explains how people in technology related professions contribute to society now and into the future

Material Outcomes

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

TE4-2DP plans and manages the production of designed solutions

TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects

TE4-9MA 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

SCOPE & SEQUENCE –2024

Course:	Technology Mandatory			Year:	7				Stage:	4					
13 Week Trimester 2024		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	
	Unit of Work- 13 Weeks	Design						Management & Production							
	Description	<p>This unit of work will introduce students to the design process & 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. Concept: How have bushfires/urban growth affected native wildlife within your community?</p> <p>-Students explore how they can assist native wildlife & make the wider community aware of the situation</p> <p>Design Project: 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 & 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>Childrens toy alternate project:</p> <p>Students design and produce a children’s toy aimed at 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>													
	Outcomes	<ul style="list-style-type: none"> ● TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities ● TE4-2DP plans and manages the production of designed solutions ● TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects ● TE4-7DI explains how data is represented in digital systems and transmitted in networks ● 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 													
	Subject Specific i.e. Module, Area of Study, Text etc	<ul style="list-style-type: none"> ● Design Management & Communication (animal shelter/feeder + Website production) ● Production (animal shelter/feeder + Website production) 													
	Life Skills Unit of Work	The life skills unit of work will be adjusted/modified to suit the needs of the individual student undertaking the life skills course.													
	Life Skills Assessment Task Name, weighting, number, outcomes	NA- Formative Assessment													

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



FORMAL ASSESSMENT SCHEDULE – 2024

Technology Mandatory	Year: 7
LIFE TECHNOLOGY	

<p>Cycle 1 – Students who complete Year 7 Technology Mandatory in Trimester One (14 weeks) will complete task 1. Cycle 2 – Students who complete Year 7 Technology Mandatory in Trimester Two (13 weeks) will complete task 1. Cycle 3 - Students who complete Year 7 Technology Mandatory in Trimester Three (13 weeks) will complete task 1.</p>			TRIMESTER ONE (TERM 1 WEEK 1 – TERM 2 WEEK 3)	TRIMESTER TWO (TERM 2 WEEK 4 – TERM 3 WEEK 6)	TRIMESTER THREE (TERM 3 WEEK 7 – TERM 4 WEEK 10)
		Task Type	Sew Appy Digital & Materials Technology	Sew Appy Digital & Materials Technology	Sew Appy Digital & Materials Technology
		DATE DUE	Term 2 Week 2	Term 3 Week 5	Term 4 Week 8
SYLLABUS OUTCOMES	COMPONENTS	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> At Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> At Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> At Home
Task 1 - TE4-1DP, TE4-2DP, TE4-10TS	Assessment Tasks	30	30	30	30
Task 1 - TE4-3DP, TE4-9MA	Practical Experiences	20%	20	20	20
TOTAL MARK		50%	50%	50%	50%

Outcome	Description
TE4-1DP	Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP	Plans and manages the production of designed solutions
TE4-3DP	Selects and safely applies a broad range of tools, materials and processes in the production of quality projects
TE4-4DP	Designs algorithms for digital solutions and implements them in a general-purpose programming language.
TE4-7DI	Explains how data is represented in digital systems and transmitted in networks
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

SCOPE & SEQUENCE –2024

Course: Technology Mandatory	Year: 7	Stage: 4
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Weeks	Week 1 Term 1	Week 2 Term 1	Week 3 Term 1	Week 4 Term 1	Week 5 Term 1	Week 6 Term 1
Unit of Work:	SEW APPY (MATERIALS TECHNOLOGY)					
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 APPY (MATERIALS TECHNOLOGY)					
Life Skills Assessment Task Name, weighting, number, outcomes	Assessment Task 1: Sew Appy Assessment Task Weighting: 50% Assessment Task Distributed: Week 4 Term 1. Assessment Task Due: Week 2 Term 1. (Week 12 of Program) Outcomes Assessed: 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	Assessment Task 1: Sew Appy Assessment Task Weighting: 50% Assessment Task Distributed: Week 4 Term 1. Assessment Task Due: Week 2 Term 1. (Week 12 of Program) Outcomes Assessed: TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA					
Reporting Outcomes	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS					

Weeks	Week 7 Term 1	Week 8 Term 1	Week 9 Term 1	Week 10 Term 1	Week 11 Term 1	Week 12 Term 2 Week 1	Week 13 Term 2 Week 2	
Trimester 1 DIGITAL	Unit of Work:	Minecraft for Education – Coding Fundamentals						
	Description	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 QR 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 QR 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.
	Outcomes	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.
	Subject Specific i.e. Module, Area of Study, Text etc	Digital Technologies						
	<i>Life Skills Unit of Work</i>	Minecraft for Education – Coding Fundamentals						
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	Assessment Task 1: Sew Appy Assessment Task Weighting: 50% Assessment Task Distributed: Week 4 Term 1. Assessment Task Due: Week 2 Term 1. (Week 12 of Program) Outcomes Assessed: 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						
	Assessment Task Name, Weighting, Number, Outcomes	Assessment Task 1: Sew Appy Assessment Task Weighting: 50% Assessment Task Distributed: Week 4 Term 1. Assessment Task Due: Week 2 Term 1. (Week 12 of Program) Outcomes Assessed: TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA						
	Reporting Outcomes	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS						

Course:		Technology Mandatory Agriculture					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	Week 11	
T E R M 1	Unit of Work	Introduction to Agriculture					Delicious Diary (11 weeks)						
	Description	Students are introduced to the school farm (ag plot). They identify characteristics of animal breeds and plant types available on the school farm. Students investigate Aboriginal land management, current and future employment in agriculture. Practical experiences should represent the majority of course time in this unit. Key concepts – roles and responsibilities when visiting the school farm, animal welfare and WHS guidelines (correct methods of operating and maintaining agricultural equipment and machinery).					Delicious Dairy integrates content from Agriculture and Food Technologies. It includes practical food preparation lessons using dairy products and opportunities to grow herbs or vegetables. It focuses on the investigation of managed environments, such as farms and managed gardens. Students will learn about the dairy industry and the range of food products that can be manufactured from milk. Students develop knowledge and understanding about dairy products through designing and producing solutions.						
	Outcomes	TE4-1DTE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO					TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO						
	Subject specific ie. Module	Farm Safety, Hazard Identification, Farm Rules, Tool & Equipment, Farm Orientation, Audit Tool, PPE, Animal Welfare, What is Agriculture, Importance of Agriculture, Sustainability					Importance of Dairy, Research and Agriculture, Marketing, Calender of operations, food safety and hygiene, interpretation of data, sustainability						
	Life Skills Unit of Work	Introduction to Agriculture											
	Life Skills Assessment task, weighting, number												
	Life Skills Outcomes	AGLS-1, AGLS-2, AGLS-3, AGLS-4, AGLS-5, AGLS-11, AGLS-12, AGLS-13, AGLS-14					AGLS-1, AGLS-3, AGLS-4, AGLS-8, AGLS-10						
	Assessment task, weighting, number	NIL- NO ASSESSMENTS IN YEAR 7					NIL						
Reporting Outcomes	NIL					NIL							
T E R M 2	Unit of Work	Delicious Diary (11 weeks)					How to Grow a Pair of Jeans (11 weeks)						
	Description	Students consider the sustainable supply of agriculturally produced raw materials. Students will investigate features of sustainable agriculture and design a solution for food wastage. Practical food preparation activities will allow students to explore the characteristics and properties of food as they use and manufacture a variety of milk products. Students are provided with opportunities to develop knowledge and understanding about food selection and preparation, food safety and Work Health and Safety (WHS) requirements. They develop skills to make informed choices when experimenting with and preparing nutritious food.					The aim of this unit is for students to investigate how cotton is produced in managed environments and source information and resources about how the characteristics and properties of cotton and cottonseed determine how these products can be used. Students develop knowledge and understanding about how cotton is grown, produced and processed in managed environments.						
	Outcomes	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO					TE4-1DP, TE4-2DP, TE4-3DP, TE4-10TS, TE4-5AG						
	Subject specific ie. Module	Importance of Dairy, Research and Agriculture, Marketing, Calender of operations, food safety and hygiene, interpretation of data, sustainability					Environmental Sustainability, Marketing, Importance of agriculture,						
	Life Skills Unit of Work	Delicious Diary					How to Grow a Pair of Jeans						
	Life Skills Assessment task, weighting, number												
	Life Skills Outcomes	AGLS-1, AGLS-3, AGLS-4, AGLS-8, AGLS-10					AGLS-3, AGLS-4, AGLS-6						
	Assessment task, weighting, number	NIL					NIL						
Reporting Outcomes	NIL					NIL							

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
T e r m 3	Unit of Work	How to Grow a Pair of Jeans continued (11 weeks)					It's Tomato Time (10 weeks)					
	Description	Students will work in groups, they will research, record and collect information about the systems and technologies used to produce, process and bring the product to consumers and design an info-graphic that explains the sustainable practices and systems used to produce cotton and using design and production skills students design a cotton denim bag with a detailed label design that educates consumers about how it is produced.					This unit of work based on tomatoes aims for students to learn about the agriculture industry through hands on activities. Students are encouraged to research the range of varieties of tomatoes and the products that can be manufactured from them. Students develop knowledge and understanding of agriculture through soil investigations, growing tips, identifying growing problems, exploring supply chains, industrialisation of agriculture, processing and the importance of sustainability in our food supply.					
	Outcomes	TE4-1DP, TE4-2DP, TE4-3DP, TE4-10TS, TE4-5AG					TE4-1DP, TE4-3DP, TE4-5AG, TE4-6FO					
	Subject specific ie. Module	Environmental Sustainability, Marketing, Importance of agriculture,					Plant Management, All about the soil, Growing conditions, Data collection, Supply Chain, Practical Tasks					
	Life Skills Unit of Work	How to Grow a Pair of Jeans					It's Tomato Time					
	Life Skills Assessment task, weighting, number											
	Life Skills Outcomes	AGLS-3, AGLS-4, AGLS-6					AGLS-1, AGLS-2, AGLS-3, AGLS-4, AGLS-7, AGLS-8					
	Assessment task, weighting, number	NIL					NIL					
	Reporting Outcomes	NIL					NIL					

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
T e r m 4	Unit of Work	It's Tomato Time (10 weeks)					Christmas Tree Production					
	Description	This unit of work based on tomatoes aims for students to learn about the agriculture industry through hands-on activities. Students are encouraged to research the range of varieties of tomatoes and the products that can be manufactured from them. Students develop knowledge and understanding of agriculture through soil investigations, growing tips, identifying growing problems, exploring supply chains, industrialisation of agriculture, processing, and the importance of sustainability in our food supply.					This research poster project requires all the parts of a persuasive argument. Students are asked to convince the public to buy a real (biodegradable) Christmas tree instead of an artificial tree. Included is a project requirement sheet, rubric and self-assessment. A second activity is also included. A Venn diagram and decorative worksheet students can use to compare species of Christmas trees.					
	Outcomes	TE4-1DP, TE4-3DP, TE4-5AG, TE4-6FO					TE4-1DP, TE4-2DP, TE4-5AG, TE4-7DI, TE4-10TS\					
	Subject specific ie. Module	Plant Management, All about the soil, Growing conditions, Data collection, Supply Chain, Practical Tasks					Plant management, Sustainability					
	Life Skills Unit of Work	It's Tomato Time					Christmas Tree Production					
	Life Skills Assessment task, weighting, number											
	Life Skills Outcomes	AGLS-1, AGLS-2, AGLS-3, AGLS-4, AGLS-7, AGLS-8					AGLS-1, AGLS-8					
	Assessment task, weighting, number	NIL					NIL					
Reporting Outcomes	NIL					NIL						



FORMAL ASSESSMENT SCHEDULE – 2024

VISUAL ARTS	Year: 7
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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.	TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
		Task Type	IN CLASS EXAMINATION AND BODY OF WORK	IN CLASS EXAMINATION AND BODY OF WORK	IN CLASS EXAMINATION AND BODY OF WORK
SYLLABUS OUTCOMES	COMPONENTS	DATE DUE	Term 2 Week 1	Term 3 Week 4	Term 4 Week 3
		IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
4.7, 4.9 LS: LS3, LS4, LS5, LS6	ART HISTORY & ART CRITICISM	30%	30	30	30
4.1, 4.3, 4.6 LS: LS1, LS2, LS7, LS8, LS9	ART MAKING	70%	70	70	70
TOTAL MARK		100%	100%	100%	100%

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

SCOPE & SEQUENCE –2024

Course:	Visual Arts	Year:	Year 7	Stage:	4
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Unit of Work Trimester 1, 2, 3	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
Identity and Portraiture: Description: 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.	Art Making													
	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.							
	Critical and Historical Studies													
	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.							
Outcomes	AM - 4.1, 4.4, 4.6 CHS - 4.7			AM - 4.2, 4.3, 4.6 CHS - 4.7, 4.9		AM - 4.1, 4.3, 4.4, 4.6 CHS - 4.7, 4.9		AM - 4.2, 4.3 CHS - 4.7		AM - 4.1, 4.3, 4.4, 4.6 CHS - 4.7, 4.8, 4.9		AM - 4.1, 4.3, 4.4, 4.6 CHS - 4.7, 4.9		AM - 4.1, 4.4, 4.6 CHS - 4.7, 4.8, 4.9
Art Movements and Art Forms	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													
Assessment Task Name, Weighting, Number, Outcomes	Body of Work, Visual Arts Process Diary and Examination 100%: (AM: 70% CHS: 30%) 4.1, 4.3, 4.6, 4.7, 4.9													
Reporting Outcomes	4.1, 4.3, 4.6, 4.7, 4.9													

