



WALK IN NEW LIFE

MATER MARIA
CATHOLIC COLLEGE

COURSE ASSESSMENT INFORMATION STAGE 4

Exact dates will be confirmed with a minimum of two weeks' notice

YEAR 7 2021

February 2021

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WALK IN NEW LIFE

MATER MARIA CATHOLIC COLLEGE

COMMUNITY • FORMATION • SUCCESS

MISSION STATEMENT

Inspired by the teachings of Jesus Christ we, at Mater Maria, provide a well-rounded, high quality education for young men and women within the welcoming environment of a Catholic faith community.

We aim to build an educational foundation for life with an emphasis on social justice, the celebration of the human spirit and the uniqueness of the individual.

We will therefore:

Encourage a sense of community

Promote gospel values

Nurture the human spirit

Develop a welcoming, peaceful environment

Provide opportunities for the realisation of potential

Celebrate the uniqueness of the individual

Educate for life

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Stage 4 Structure

Students must follow a pattern of courses to meet the mandatory hours required by the NSW Education Standards Authority (NESA) to receive a Record of School Achievement (RoSA). The subjects studied in Years 7 and 8 contribute either 100 hours or 200 hours to these mandatory hours.

The NESA syllabus documents focus on outcomes to set clear expectations, structuring and sequencing of learning. Students' progress can be judged in terms of achievement of outcomes at each stage of the syllabus.

Outcomes are explicit statements of the knowledge, skills and understanding expected to be learned by students. The method of reporting on the achievement of student progress is to give a snapshot of achievement at the time of the Semester 1 and Semester 2 reports.

External Assessments NAPLAN

National Testing (NAPLAN)

The national testing covers both literacy and numeracy skills for Years 3, 5, 7 and 9. Students are graded on a continuum so that parents are able to ascertain improvement over their child's school life.

Components of the literacy section include grammar, punctuation, spelling, writing and reading comprehension.

Numeracy areas tested include measurement, space, patterns, algebra and number work.

The dates for the **2021 NAPLAN** test are scheduled as follows:

Term 1, Week 9:

- Monday 25 March (11:30am) Coordinated Practice Test (CPT)

Term 2, Weeks 4 & 5:

- NAPLAN TESTING WINDOW Dates to be confirmed

All students must ensure that they have downloaded the NAPLAN Locked Down browser, have operational headsets and their device is fully charged before each test.

Reporting Student Performance

Assessing and grading student achievement

Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course.

In setting activities or tasks, teachers will give careful consideration to the syllabus objectives and outcomes being assessed. By measuring student achievement in relation to these objectives and outcomes, they build up a profile of the achievement of each student in relation to the Common Grade Scale. Marks are only one indicator; teachers will use their professional judgement to determine a grade.

Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course.

Student Reports

Grades

Reports will be issued at the end of each semester. Students will be given a general performance grade in every subject in the College report. Objectives from the affective domain (i.e. values and attitudes) will not be used in determining a student's grade. The number of A's, B's, C's, D's and E's will be made available to parents on application after the reports have been issued. Opportunities will also be made available for parents who may wish to discuss these reports with teachers.

Areas for Assessment

These provide a focus for assessment and for reporting student achievement. They are derived from the objectives of the course and represent manageable groupings of outcomes. By mapping the activities to the areas for assessment when designing an assessment schedule, teachers ensure that all outcomes can be assessed throughout the year in a manageable way.

Common Grade Scale

There are five possible Common Grade Scale levels of achievement as identified in the following table. It is important to understand that these grades indicate a level of achievement, and do not reflect a pass or fail. D or E does not indicate failure but a lower level of achievement.

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Assessment For Learning

Assessment for Learning

The Years 7-10 syllabuses advocate assessment for learning as this is a type of *quality assessment* that has had worldwide success in enhancing teaching and improving student learning. Assessment for learning gives students opportunities to produce work that leads to development of their *knowledge, understanding* and *skills*. Teachers decide how and when to assess student achievement as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

In summary, assessment for learning:

- is an essential and integrated part of teaching and learning.
- reflects a belief that all students can improve.
- involves setting learning goals with students.
- helps students know and recognise the standards for which they are aiming.
- involves students in self-assessment and peer assessment.
- provides feedback to help students understand the next steps in learning and plan how to achieve them.
- involves teachers, students and parents reflecting on assessment data.

The Principles of Assessment for Learning

These principles provide the criteria for judging the quality of assessment materials and practices. They appear below as they do in each of the syllabuses.

Assessment for learning:

- emphasises the interactions between learning and manageable assessment strategies that promote learning.
- clearly expresses for the student and teacher the goals of the learning activity.
- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark.
- provides ways for students to use feedback from assessment.
- helps students take responsibility for their own learning.
- is inclusive of all learners.

Establishing a course assessment program begins when teachers program units of work. By incorporating assessment activities into units of work, teachers can meet the needs, interests and abilities of their students while assessing their progress.

Plagiarism

Plagiarism is taking ideas from other people without acknowledging the source. It is theft of intellectual property. Plagiarism relates to all written work, major projects, graphics, video and web page effects. Copyright Laws protect people's right to the ownership of their intellectual and creative work.

Procedures Leading to Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) **must be the student's own work**. Malpractice including plagiarism could lead to a student receiving zero marks and may jeopardise College accreditation.

Malpractice is any activity that allows a student to gain an unfair advantage over other students. It includes, but is not limited to:

- Copying someone's work in part or in whole.
- Using material directly from books, journals, CDs or the internet without reference to the source.
- Building on ideas of another person without reference to the source.
- Buying, stealing or borrowing another person's work.
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Paying someone else to write or prepare material.
- Breaching school examination rules.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.
- Collusion with the intention of gaining unfair advantage.

Students under stress are sometimes tempted to engage in the above malpractice and do not realise the implications of actions such as copying or downloading from the internet. At Mater Maria we adopt the principles embedded in the Catholic World View, enabling all to respond to the call of Jesus and to act as disciples of Christ. Curriculum, teaching and learning embrace excellence and high expectations but never at the expense of short-term gains achieved through plagiarism and dishonesty. In such instances, our discipline focuses on the behaviour of the individual, not the person.

Student Responsibilities

All work presented for assessment must be the students own work. Any information accessed from published documents including the internet, must be included in the assessment in such a way that plagiarism does not occur. All sources taken directly from someone else's work must be acknowledged in a Bibliography. See the Student Handbook and Diary for the procedure.

All quotes from textbooks and reference material must be acknowledged, including:

- the title of the reference;
- author; and
- relevant page numbers.

Action:

A zero mark will be awarded in the event of proven dishonesty or malpractice including plagiarism.

Student Academic Responsibilities

The College makes the expectation of all students that they **must work with diligence and sustained effort throughout the course in order to receive a grade for this course.**

- Disruptive behaviour does not demonstrate diligence and sustained effort in the classroom environment.
- Repeated failure to complete homework does not demonstrate diligence and sustained effort.
- Non-serious attempts at assessments do not demonstrate diligence and sustained effort.
- Unexplained and constant absence from class does not demonstrate diligence and sustained effort.

A student is expected to perform all tasks scheduled in the assessment program on or by the due date.

Submission of Assessment

Student Responsibilities

- Students should hand in assessment work to the teacher during class. Diaries will be signed by the teacher and will be accepted as proof of submission.
- Students should not email their work unless this has been approved by the teacher.

Late Submission of Assessment or Absence During or After an Assessment Period

- Assessments must be handed in personally to the subject teacher **IN CLASS** on the due date.
- If a student is absent on the day of submission date, he/she must hand in the assessment **on the day of return** to the College.
 - If a student is late or unable to hand in the work personally, the work can be submitted to **Student Services** where the child's diary will be signed as proof of receipt.
- There is an official **College Illness and Misadventure form** that must be completed by parents and students and submitted to the KLA Coordinator at Student **Services no later than 7 days** after the student has returned to school (refer to page 3 for Coordinator contacts).
- Absences during a formal assessment period must be explained on the 'Illness and Misadventure' form with an explanation from a parent or other supporting documentation.
 - As a general rule, students receive zero for lateness until the request has been considered by the Assistant Principal and Director of Academic Care. Students will be advised of the outcome of the appeal.
- "There is a difference between heightened anxiety in an examination situation and a **diagnosed anxiety disorder**."
NSW Education Standards Authority (NSWESA)
*Students requesting special consideration on the grounds of **anxiety** must present a **diagnosed anxiety disorder** for which external treatment or therapy is being received.*
- Failure of technology is generally not accepted as an excuse for lateness.
- Students who fail to complete assessments within the set time will receive zero and may still be required to complete the assessment task after school on Wednesdays or Fridays.

Failure to submit any part of an assessment on the due date during the set period will incur a penalty. Students must be present the day before and the periods preceding the lesson assessments are due.

Approved Special Leave

Although Department of Education rules require that students **do not take leave outside of school vacation dates**, in exceptional circumstances the Principal may approve special leave.

- In addition, where a student has received approved leave, it is their responsibility to ensure that any hand-in assessment tasks that are due during the period of absence **are submitted prior to the absence**.
- ***For in-class tasks, unless a students' absence is due to illness or misadventure, a zero mark will be awarded.***
- Misadventure is defined as an unforeseen emergency or disaster and as such, trips to visit family or take holidays outside of official school vacation dates will incur a zero.

**Failure to submit any part of an assessment on the due date during the set period will incur a penalty of a ZERO mark.
Students must be present the day before and the periods preceding the lesson assessments are due.**

Assessment Explanatory Notes

This assessment information booklet and College assessment dates/weeks should assist a parent to help his/her child **plan ahead**. Students need to organise their workload to avoid anxiety and unnecessary late nights. Students need to begin assessments as soon as possible.

The calendar is only precise for the week the work is due.

- The subject teacher will provide the actual date for the completion of the assessment on a day when the lesson occurs.
- All assessments detailed in the booklet are used to obtain the mark that will appear for each subject on the mid-year and yearly report.
- Although assessments are important, grades on the report, as explained on the page entitled Reporting Student Performance, may reflect additional evidence as determined by the teacher's professional judgement.

The assessment tasks may vary in length and relative importance.

- The weighting for each assessment is indicated in this booklet. Sufficient time will be given to complete the assessments.
- Some assessments use class time or research time in the library and thus reduce the amount of time required at home to complete the task.
- Queries need to be directed to the teacher concerned by the student first and then by a parent if the issue has not been resolved.

Some tasks use terms like "Class Activity", "Practical Work", or simply "Assignment". This generic terminology is used to assist teachers to construct a task that is most suited to the topic.

The assessment tasks focus on outcomes to set clear expectations, structuring and sequencing of learning in each course and measure what a student knows, understands and can do.

Homework

- Generally students will be set homework by their class teacher.
- For assessments, homework and class time will be given by teachers.
- Students must write specific details about their homework in their diaries. They must write, for example, "working on assessment."
- Those students who continually neglect homework will be given demerits or after school detentions on Wednesday or Friday afternoons.
- Parents should encourage their children to read a wide variety of fiction and non-fiction, and broadsheet newspapers every week.

In general, students are expected to spend 1 – 1.5 hours per weekday night on their homework. This should be a balanced approach by the student in which various subjects receive appropriate time.

A complete listing of all College Procedures and Policies can be found in the College diary.

Year 7 - Religion

OUTCOMES

Code	Descriptor
	A student:
GRHD S4.1a	identifies and describes the Catholic understanding of the mystery of God
GRHD S4.1b	describes ways God invites people to respond
J S4.2a	identifies the cultural and historical influences on Jesus of Nazareth
J S4.2b	interprets the teachings of Jesus and applies them to a contemporary setting
CD S4.3a	identifies and describes ways people respond to the call to discipleship
CD S4.3b	describes how Christian life requires informed moral decisions and appropriate actions
PS S4.4a	explains the significance of the Sacraments of Initiation
PS S4.4b	determines and describes the features of a Catholic community
S S4. 5a	locates and explains a range of Scripture passages relevant to Biblical and contemporary life
S S4.5b	identifies influences on a number of Biblical authors

Areas for Assessment	Areas of Study
<ul style="list-style-type: none"> God, Revelation and Human Destiny Jesus, human and divine Church and Discipleship Prayer and Sacraments Sacred Scripture 	Belonging 20 hours Term 1 Weeks 1-8 Covenant People 20 hours Term 1 Weeks 10-11 and Term 2 Weeks 1-6 Eucharist 20 hours Term 2 Weeks 7-10 and Term 3 1-4 The Life and Times of Jesus Christ 20 hours Term 3 Weeks 5-10 and Term 4 1-2 Call and Response 20 hours Term 4 Weeks 3-10

ASSESSMENT TASK

- Outlined below is a summary of the assessment plan for this subject.
- Times are approximate. Exact dates will be confirmed with a minimum notice of two weeks.
- To obtain a general performance grade for reports, students will be given a variety of tasks as listed below.

COURSE MARK (BASES ON COMMON ASSESSMENT) Code No	Term /Week	Outcomes Code	Areas of Study	Assessment Task	Weight
7RE.T1	2/7	4.3b, 4.4a.	Covenant People	Biographical recount	30%
7RE.T2	3/7	4.1b, 4.2a 4.3a.	Life and Times of Jesus	Interview	35%
7RE.T3	4/5	4.1a, 4.2b, 4.5a.	Eucharist/Call and Response	Yearly Examination (All Topics Studied)	35%
TOTAL					100

Year 7 - English

OUTCOMES

Code	Descriptor
	A Student:
EN4-1A	responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN4-2A	effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
EN4-3B	uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
EN4-4B	makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
EN4-5C	thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
EN4-6C	identifies and explains connections between and among texts
EN4-7D	demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
EN4-8D	identifies, considers and appreciates cultural expression in texts
EN4-9E	uses, reflects on and assesses their individual and collaborative skills for learning

Areas for Assessment

Reading, listening, viewing
 Writing, speaking, representing
 Communicating and context
 Interpretive, imaginative & critical thinking

Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.

Code No.	Term /Date	Outcomes	Assessment Task	Weighting
7ENG.T1	1/10	3B, 4B, 5C, 6C, 7D, 8D	7ENG.T1 In-class Test – Multiple Choice and Critical Writing	20
7ENG.T2	2/8	1A, 2A, 3B 4B, 5C	7ENG.T2 Novel – Creative Writing Task	25
7ENG.T3	3/7	1A, 2A, 3B, 6C	7ENG.T3 Research Task – Multi-Modal Task	25
7ENG.T4	4/5-6	2A, 3B, 4B, 5C, 8D	7ENG.T4 Multiple Choice Comprehension Visual Literacy Test	10 20
TOTAL				100

Yr 7 - History

OUTCOMES

Code	Descriptor
	A Student:
HT4-2	describes the major periods of historical time and sequences events, people and societies from the past
HT4-3	describes and assesses the motives and actions of past individuals and groups in the context of past societies
HT4-4	describes and explains the causes and effects of events and developments of past societies over time
HT4-5	identifies the meaning, purpose and context of historical sources
HT4-6	uses evidence from sources to support historical narratives and explanations
HT4-7	identifies and describes different contexts, perspectives and interpretations of the past
HT4-8	locates, selects and organises information from sources to develop an historical inquiry
HT4-9	uses a range of historical terms and concepts when communicating an understanding of the past
HT4-10	selects and uses appropriate oral, written, visual and digital forms to communicate about the past

Areas for Assessment

- Investigating the Ancient Past
- The Mediterranean World – Ancient Egypt The Asian World -China
- The Western and Islamic Worlds
- Expanding Contacts-The Black Death in Asia, Europe and Africa
- The Asia-Pacific World – Japan Under the Shoguns

ASSESSMENT TASK

Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice

Code No.	Term/ Week	Outcomes	Assessment Task	Weight
7HIS.T1	1/6	4-2; 4-5; 4-6; 4-8 4.9; 4-10	Research: Family Heritage	30%
7HIS.T2	3/4	4-1; 4-2; 4-3; 4-4; 4-5; 4-6; 4-7; 4-9; 4-10	Egypt Research Task	40%
7HIS.T3	3/10	4-1; 4-2; 4-3; 4-4; 4-5; 4-6; 4-7; 4-9; 4-10	Examination	30%
TOTAL				100

Year 7 - Mathematics

OUTCOMES

Code	Descriptor
	A student:
MA4-1WM	communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
MA4-2WM	applies appropriate mathematical techniques to solve problems
MA4-3WM	recognises and explains mathematical relationships using reasoning
MA4-4NA	compares, orders and calculates with integers, applying a range of strategies to aid computation
MA4-5NA	operates with fractions, decimals and percentages
MA4-6NA	solves financial problems involving purchasing goods
MA4-7NA	operates with ratios and rates, and explores their graphical representation
MA4-8NA	generalises number properties to operate with algebraic expressions
MA4-9NA	operates with positive-integer and zero indices of numerical bases
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations
MA4-11NA	creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
MA4-12MG	calculates the perimeters of plane shapes and the circumferences of circles
MA4-13MG	uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-14MG	uses formulas to calculate the volumes of prisms and cylinders, and converts between units volume
MA4-15MG	performs calculations of time that involve mixed units, and interprets time zones
MA4-16MG	applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
MA4-17MG	classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
MA4-18MG	identifies and uses angle relationships, including those related to transversals on sets of parallel lines
MA4-19SP	collects, represents and interprets single sets of data, using appropriate statistical displays
MA4-20SP	analyses single sets of data using measures of location, and range
MA4-21SP	represents probabilities of simple and compound events

Areas for Assessment

Working Mathematically	Number
Measurement	Algebra
Statistics & Probability	Geometry

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice

Term/Week	Outcome Assessed	Code	Assessment Task details	Weight
1/9	1,2,3,4,8,10,11,18	07MAT.T1	Topic Test 1	10
2/6	1,4,5,6,9,11,17	07MAT.T2	Topic Test 2	25
3/7	1,2,5,6,7,12,13,14	07MAT.T3	Topic Test 3	25
4/6	1-14 & 18-21	07MAT.T4	Yearly Examination	40
TOTAL				100

Year 7 - Personal Development, Health & Physical Education

OUTCOMES

Code	Descriptor
	A student:
4.1	examines and evaluates strategies to manage current and future challengers
4.2	examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
4.3	investigates effective strategies to promote inclusivity, equality and respectful relationships
4.4	refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
4.5	transfers and adapts solutions to complex movement challenges
4.6	recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
4.7	investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
4.8	plans for and participates in activities that encourage health and a lifetime of physical activity
4.9	demonstrates self-management skills to effectively manage complex situations
4.10	applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
4.11	demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

Areas of study

Changes and Me	Invasion Games	Net and Court Games
Positive relationships	Track & Field	Celebrating diversity
Managing safety and risk	Target Games	Initiative Games

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice

Code No.	Term/Week	Outcomes	Assessment Task	Weight %
7PDH.T1	1/8	4.4, 4.5, 4.11	Touch - Skills & Game Play (Invasion games)	25
7PDH.T2	2/7	4.1, 4.2, 4.6, 4.9	Puberty First Aid Kit (Changes in me)	25
7PDH.T3	3/6	4.4, 4.5, 4.10, 4.11	Group task – Create a Target Game/ Presentation	25
7PDH.T4	4/3	4.2, 4.3, 4.6, 4.7, 4.9	In-class Case study response (Celebrating diversity)	25

Year 7 - Science

OUTCOMES

Code	Descriptor
	A student:
SC4-1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC4-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC4-3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
SC4-4WS	identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SC4-5WS	collaboratively and individually produces a plan to investigate questions and problems
SC4-6WS	follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
SC4-7WS	processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
SC4-8WS	selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
SC4-9WS	presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
SC4-10PW	describes the action of unbalanced forces in everyday situations
SC4-11PW	discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
SC4-12ES	describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
SC4-13ES	explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
SC4-14LW	relates the structure and function of living things to their classification, survival and reproduction
SC4-15LW	explains how new biological evidence changes people's understanding of the world
SC4-16CW	describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
SC4-17CW	explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

Units of Study	Areas for Assessment
<ul style="list-style-type: none"> Working Scientifically Chemical World Physical World Earth and Space Living World 	<ul style="list-style-type: none"> Knowledge and Understanding Planning and Conducting Investigations Communicating Problem Solving

ASSESSMENT TASKS

- Each task may contain one or more of the components.
- Outlined below is a summary of the formal assessment plan for this subject.
- Dates are approximate. Exact dates will be confirmed as the time approaches

	Code No	7SC1.21	7SC2.21	7SC3.21
	Task	Task 1	Task 2	Task 3
	Weighting	35%	30%	35%
	Term/Week	2/3	3/5-6	4/5
Areas for Assessment	Focus Outcomes	5, 6, 7, 9, 16, 17	12,13,14,15,	4, 8, 9, 10,11
Knowledge and Understanding			✓	✓
Planning and Conducting Investigations		✓		
Communicating		✓	✓	✓
Problem Solving		✓		✓

Year 7 - Technology Mandatory

OUTCOMES

Code	Descriptor
	A Student:
	Design and Production Skills
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
	Knowledge and Understanding
TE4-5AG	investigates how food and fibre are produced in managed environments
TE4-6FO	explains how the characteristics and properties of food determine preparation techniques for healthy eating
TE4-7DI	explains how data is represented in digital systems and transmitted in networks
TE4-8EN	explains how force, motion and energy are used in engineered systems
TE4-9MA	investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
TE4-10TS	explains how people in technology related professions contribute to society now and into the future

Content Structure for Technology Mandatory Years 7-8

The Technology Mandatory Years 7–8 syllabus outcomes are presented as:

- Skills
- Knowledge and Understanding

Context	Indicative hours
Digital Technologies	50
Agriculture and Food Technologies Engineered Systems Material Technologies	150

TERM/WEEK	Outcome Code	Assessment Task Details	Weight
Semester One 2/6	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI, TE4-8EN, TE4- 9MA, TE4-10TS	07TEC.T1 Engineered Systems/Digital Technologies Product Portfolio	20% 30%
Semester Two 4/3	TE4-1DP, TE4-2DP, TE4-3DP, TE4- 5AG, TE4-6FO	07TEC.T2 Agriculture and Food Technologies Product Portfolio	20% 30%
TOTAL			100%

* Cohort will be split and semester tasks are rotated

Year 7 - Visual Arts

OUTCOMES

Code	Descriptor
	A student:
4.1	uses a range of strategies to explore different artmaking practice
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 visual arts
4.5	investigates ways to develop meaning in their artworks
4.6	selects different materials and techniques to make artworks
4.7	explores aspects of practice in critical and historical interpretations of art
4.8	uses their understanding of how the frames provide different interpretations of art
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

Areas of Study	Areas for Assessment
Facing the World Places That Define Me All Creatures Great and Small	Component A Artmaking 60% Component B Critical and Historical Study 40%

ASSESSMENT TASK

- Outlined below is a summary of the assessment plan for this subject.
- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.

Code No.	Term/Week	Outcomes Code	Assessment Task details	A	B
7ART.T1	Term 2 Wk 7	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.9	Practical Assessment 1 Series of work based on self – including VAPD documentation and research	30	10
7ART.T2	Term 3 Wk 10	4.1-4.10	Practical Assessment 2 Series of works including VAD research and documentation.	30	10
7ART.T3	Term 4 Wk 6	4.1 – 4.10	Yearly Examination All work studied in Visual Arts throughout the year		20
				60	40