



Sydney  
Secondary  
College  
Balmain

# Stage 4 Year 7 Assessment Booklet 2021

Student Name: \_\_\_\_\_

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## Assessment Policy

### Supporting Success

Objectives of our assessment program:

- To monitor and report on student progress and attainment.
- To facilitate the involvement of students in the assessment of their own work.
- To facilitate communication between teachers and parents about their child's progress, development and learning needs.
- To enable teachers to monitor their own teaching approaches and methodologies.

### Strategies to assist student achievement in assessment tasks

A consistent application of this policy in year 7 will provide increased support of student success with their assessment tasks.

To assist a consistent application:

- Regular teacher professional learning.
- Year group presentations to students on assessment support and expectations.
- The assessment policy and outline is clearly available on the school's website to assist in keeping students and parents informed.
- Class teachers conduct introductory lessons with students leading them through scope and sequences, related assessment tasks and expectations of student participation.
- All tasks are clearly identified in course scope and sequences and assessment schedules.
- Use of the website to assist in keeping students and parents informed.
- Deliberate focus on celebrating and recognition of student success through school merits.
- Lifeskills outcomes can be met in a number of ways in consultation with parents, students and other significant individuals,

as outlined in the student's individual learning plans.

### Course outlines and assessment schedules

Teachers will make available the outline for each course. These outlines will indicate the approximate timing of assessment tasks in relation to the sequence of the course topics.

Assessment schedules will be made available for each course in each year. The schedules will include:

- A list of outcomes being assessed.
- The assessment tasks with weightings mapped back to the outcomes being assessed.
- Tasks that all students doing the same course do within each year.

### Notification of assessment tasks

Assessment tasks for year 7-10 are prepared on the school's agreed *notification of assessment* proforma and are issued to the students as early as possible prior to a task. This will be with a minimum of two weeks' notice.

These notifications of assessments should:

- Clearly indicate the outcomes which are being assessed, the value of the task, the nature of the task, due date and marking criteria.
- Be uploaded to Sentral Parent Portal for respective year groups.
- Be discussed by the class teacher when distributed to reinforce approach and expectations.
- Indicate student feedback with consideration to scaffolds to guide assessment expectations.

## Supporting submission of tasks

### Expectations

Expectations of students for successful completion of assessment tasks:

- Plan for their tasks using the assessment schedules.
- Refer to the assessment notifications and seek a copy if they were absent at the time of distribution.
- Seek further guidance from teachers asking questions that enable a deeper understanding of what the task requires.
- Complete all assessment tasks on time.
- Submit their own work, making a genuine and serious attempt.
- Complete each assessment task to the best of their ability.
- Ensure that any questions they have about the marks / grades / comments awarded for an individual piece of work are resolved at the time the work is handed back.
- Reflect on teacher comments and performance to develop strategies to improve in future tasks.
- Work without hindering the learning and work of other student with both hand in tasks and tests / examinations.

Grounds for rescheduling an assessment task include:

- Illness or valid injury.
- Authorised absence from school.
- Severe family disruption.
- Student involvement in an official school function.
- Other as approved by the Head Teacher of the KLA or the Deputy Principal.

Process for illness/misadventure applications & rescheduling tasks

- Rescheduling of tasks will be arranged where the grounds as detailed above have been met.
- The Head Teacher of the course is responsible for authorising the rescheduling of a task.
- All applications must be accompanied by a note from the parent / caregiver or a completed *Illness / Misadventure* form.
- Where a student was absent or had a legitimate reason to not hand in a task, the student must see the teacher or head teacher on the first day of return to school to hand in the task.
- Where a student was absent and had a legitimate reason to have missed a task, the student must see the teacher or head teacher on the first day of return to school to submit the task or organise a time to complete the task.

Process to manage missed or late submission of a task

The following procedures apply to students who missed or submitted a task late and it was not covered by illness/misadventure.

- A penalty will apply for missed or late submission of an assessment task not covered by illness/misadventure applications. Students will lose 10% of the mark normally awarded for every calendar day late up to a maximum of 50%. Weekends count as two days.
- In most instances, parents will be notified where a penalty of 50% is given.
- Students will have their work marked and will be provided with feedback with the possible marks earned for the task.
- Students must submit all assessment tasks regardless of penalties applied.

Consistently not submitting assessment tasks by due dates could result in the student not satisfying course requirements. The students and their parents will receive a letter of concern in these cases.

## Managing issues surrounding malpractice including suspected plagiarism

### Defining Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as one's own.
- Using material directly from books, journals, CDs or the Internet without reference to the source.
- Building on the ideas of another person without reference to the source.
- Buying, stealing or borrowing another person's work and presenting it as one's own.
- 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.
- Breaching school examination rules.
- Not making a genuine effort with an assessment task.
- Assisting another student to engage in malpractice.

### Strategies to ensure the authenticity of student responses to tasks

Strategies that teachers can use:

- Thoroughly briefing all students in relation to the requirements of each task using the school's notifications of assessments.
- Considering allocating class time to the planning of a response to a task.

- Considering a process diary or journal that students use to show how their response or project or work was developed.
- Asking students to submit a task at critical points in its development.
- Having students submit their original drafts in addition to their final work.
- Incorporating student oral presentations on the progress of their work.
- Communicating clearly to students the extent of teacher, or other expert or outside, involvement permitted in the development of the work.

### Managing Issues of Malpractice

Issues of malpractice need to be:

- Investigated by the teacher and head teacher of the respective course who will provide the student(s) with an opportunity to address the issue.
- The Head Teacher will consult with the Deputy Principal to deliberate a course of action and communicate this to the student and the student's parents.
- If the malpractice is proven, a penalty, including consideration of a zero mark, will be given appropriate to the seriousness of the issue.

## Formal examination procedures

### General Examination Procedures

- In a number of courses students will sit examinations. There is no formal examination period in Year 7 and Year 8.
- When completing examinations in classes students are expected to apply themselves in the examination until the designated writing time has elapsed. Students are encouraged to review their work if they finish early.
- Students are not to take any writing materials, pencil cases, books or other non-approved materials into the examination. Answer paper will be provided for all assessment tasks as required. Approved

equipment taken into the examination room must be carried in as separate items.

- Mobile phones are to be switched off before entering the examination room and kept in the student's bag which will remain in the hall. Failure to comply with this may be considered as malpractice in the examination.
- Students are expected to remain quiet and not to talk to or interfere with other students or their equipment once they enter the examination room.

### Misconduct in formal examinations and other assessment tasks

- Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment tasks. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice.
- All class tasks including formal examinations must be attempted seriously. Non-serious attempts or inappropriate responses are an issue of malpractice.

### Technology and assessment tasks

Many assessment tasks submitted by students are prepared using technology and are either printed or uploaded for submission. Unfortunately, technology fails or breaks down at the most inopportune times. Faulty equipment, including printing issues are not an acceptable excuse for late submission.

To assist students in the utilisation of technology, the following guidelines should be considered:

- Always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly.
- Submit work using the learning platform as advised by your teacher, such as Edmodo.
- Print out copies of drafts and keep them while the assignment is in progress.
- Bring a copy of the file to school by saving on a cloud, email or on a USB.

### Appeals Process

Appeals concerning assessment procedures may only be based on the assessment process. While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgement of a teacher is not grounds for an appeal. When a student feels that a decision applied to their work is not consistent with the school's assessment policy and procedures, they may appeal to the head teacher in the first instance.

Where a student feels that the appeal to the head teacher has not been considered, they may appeal to the Principal / Deputy Principal to determine if:

- The weightings specified by the school in its assessment program were followed and conform with NESA's requirements as detailed in the syllabus;
- The procedures used to determine the final assessment marks conform with the issued assessment program; and,
- There are no computational or other clerical errors in the determination of the assessment mark.

## Balmain Campus School Reports

To inform students, parents and caregivers of student progress, the school issues Half Yearly School Reports at the end of term 2 and Yearly Reports at the end of term 4.

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

1. Overall progress and position in the group is indicated by an Assessment Mark. This is calculated by adding together the marks for the assessment tasks, using the weighting scale.
2. Progress in the learning outcomes will be indicated using the Achievement Scale:

Achievement Scale	Achievement Description
<b>Outstanding Achievement</b>	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>High Achievement</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.
<b>Sound Achievement</b>	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.
<b>Basic Achievement</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>Limited Achievement</b>	The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.

3. Other information, including work habits, areas for improvement will be included in the teacher comment.



# Illness/misadventure form

This form must be submitted to the appropriate Head Teacher **on the day you return to school** or emailed to the school (Email address [balmain-h.school@det.nsw.edu.au](mailto:balmain-h.school@det.nsw.edu.au)). School phone number 9810 0471

Name: \_\_\_\_\_ Year: \_\_\_\_\_

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

Title of Task: \_\_\_\_\_ Due date of task: \_\_\_\_\_

Are you seeking special consideration for (circle) (a) illness OR (b) misadventure ?

Please provide details and reasons for your request. Attach all necessary medical certificates and other documents.

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Parent/caregiver's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**HEAD TEACHER USE ONLY:**

Supporting evidence (attached):                      Yes                      No

Was the school notified of the absence?                      Yes                      No

Special consideration accepted                      Yes                      No

Action: \_\_\_\_\_

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Head Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Assessment Planning Calendar Term 1 2021

Week	Due this week
Week 3 8 Feb	
Week 4 15 Feb	Creativity – This is Me – Part A Cross KLA Task (Creativity Enrichment Only)
Week 5 22 Feb	HSIE – Artefact and Exhibit Task
Week 6 1 Mar	
Week 7 8 Mar	Science – Practical Examination
Week 8 15 Mar	Music – Written Task
Week 9 22 Mar	LOTE (French, Spanish, Japanese) and Visual Arts – This is Me – Part A Cross KLA Task
Week 10 29 Mar	Technology – Design Project and Folio

## Assessment Planning Calendar Term 2 2021

Week	Due this week
Week 1 19 Apr	
Week 2 26 May	English and PDHPE – This is Me – Part B Cross KLA Task Creativity - Creativity and Me 1 Project (Creativity Enrichment Only)
Week 3 3 May	
Week 4 10 May	<b>NAPLAN week (Years 7 &amp; 9)</b>
Week 5 17 May	Mathematics – Half Yearly Examination
Week 6 24 May	
Week 7 31 May	
Week 8 7 Jun	Visual Arts – Art Making Creativity – Printmaking Project (Creativity Enrichment Only)
Week 9 14 Jun	PDHPE – So You Think You Can Dance Task (ongoing until Week 9) HSIE – Digital Curation and Website Task Music – Performance
Week 10 21 Jun	English – Poetry Anthology Technology – Design Project and Folio

## Assessment Planning Calendar Term 3 2021

Week	Due this week
Week 1 12 Jul	
Week 2 19 Jul	
Week 3 26 Jul	
Week 4 2 Aug	Mathematics – Examination
Week 5 9 Aug	
Week 6 16 Aug	LOTE (French, Spanish, Japanese) – Multimodal Presentation Creativity - Sculpture/Photography Balmain Vivid Project (Creativity Enrichment Only)
Week 7 23 Aug	
Week 8 30 Sep	English – Exposition in class
Week 9 6 Sep	PDHPE – What the Health? Integrated: Virtual Museum and Fundamental Movement Skills HSIE – Comparative Liveability Report
Week 10 13 Sep	Technology – Design Project and Folio Science, TAS and Creativity class – Under the Microscope Cross KLA Task

## Assessment Planning Calendar Term 4 2021

Week	Due this week
Week 1 4 Oct	
Week 2 11 Oct	Creativity - Showcase Project (Creativity Enrichment Only)
Week 3 18 Oct	Music – Composition Visual Arts – Art Making
Week 4 25 Oct	Mathematics – Yearly Examination
Week 5 1 Nov	LOTE (French, Spanish and Japanese) – Yearly Examination
Week 6 8 Nov	Science – Yearly Examination
Week 7 15 Nov	Creativity - Creativity and Me 2 Project (Creativity Enrichment Only)
Week 8 22 Nov	
Week 9 29 Nov	

## CREATIVITY

Delivered by: CAPA/TAS Faculty  
 Students will complete 7 tasks in Year 7.

Head Teacher: Mr Tilley & Ms Harrington

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 4	Cross KLA – This is Me	Project	VA 4.1 VA 4.6	5%
Task 2	Term 2 Week 2	Creativity and Me 1	Project	VA 4.4 DRA 4.1.4	5%
Class Component	Ongoing Semester 1	Coursework	Class Tasks	MUS 4.1 MUS 4.2 MUS 4.5	10%
Task 3	Term 2 Week 8	Printmaking	Project Folio / Written Task	VA 4.3 VA 4.8	20%
Task 4	Term 3 Week 6	Balmain Vivid	Project Folio	VA 4.2 TE4-1DP	20%
Task 5	Term 3 Week 10	Cross KLA – Under the Microscope	Project	TE4-4DP TE4-7DI	5%
Task 6	Term 4 Week 2	Showcase	Project Folio	VA 4.5 TE4-3DP TE4-2DP	20%
Task 7	Term 4 Week 7	Creativity and Me 2	Project	DRA 4.2.2	5%
Class Component	Ongoing Semester 2	Coursework	Class Tasks	MUS 4.1 MUS 4.2 MUS 4.5	10%
<b>Total</b>					<b>100%</b>

NESA Technology Mandatory, Visual Arts, Music, Drama Syllabus'. Stage 4 outcomes:

Technology Mandatory
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
TE4-5AG 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
<b>Visual Arts</b>
4.1 uses a range of strategies to explore different art making conventions and procedures to make artworks
4.2 explores the function of and relationships 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 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 explores the function of and relationships between the artist – artwork – world – audience
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 meanings
<b>Music</b>
4.1 performs in a range of musical styles demonstrating an understanding of musical concepts
4.2 performs music using different forms of notation and different types of technology across a broad range of musical styles
4.3 performs music demonstrating solo and/or ensemble awareness
4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
4.5 notates compositions using traditional and/or non-traditional notation
4.6 experiments with different forms of technology in the composition process
4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
4.9 demonstrates musical literacy through the use of notation, terminology and the reading and interpreting of scores used in the music selected for study

4.10 identifies the use of technology in the music selected for study, appropriate to the musical context
4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
4.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences
<b>Drama</b>
4.1.1 identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action
4.1.2 improvises and playbuilds through group0-devised processes
4.1.3 devises and enacts drama using scripted and unscripted material
4.1.4 explores a range of ways to structure dramatic work in collaboration with others
4.2.1 uses performance skills to communicate dramatic meaning
4.2.2 experiments with performance spaces and production elements appropriate to purpose and audience
4.2.3 explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning
4.3.1 identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama
4.3.2 recognises the function of drama and theatre in reflecting social and cultural aspects of human experience
4.3.3 describes the contribution of individuals and groups in drama using relevant drama terminology

## ENGLISH

Delivered by: English Faculty

Head Teacher: Ms Simic

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 2 Week 2	This is Me	Visual Representation (Cross KLA Combined Task – PDHPE, LOTE, Visual Arts)	EN4-2A EN4-7D EN4-9E (in class)	20%
Class Component	Ongoing Semester 1	Participation & Engagement	Book Quizzes	EN4-1A	10%
Task 2	Term 2 Week 10	Poetry	Anthology of Poems	EN4-2A EN4-3B EN4-4B EN4-6C	30%
Task 3	Term 3 Week 9	Close Study of a Novel	Exposition (in class task)	EN4-1A EN4-3B EN4-5C EN4-8D	30%
Class Component	Ongoing Semester 2	Participation & Engagement	Booklet – completing punctuation, spelling & grammar activities	EN4-4B	10%
<b>TOTAL</b>					<b>100%</b>

NESA English Syllabus. Stage 4 outcomes.

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



## HSIE

Delivered by: HSIE Faculty

Head Teacher: Mr Arvidson

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 5	Ancient Egypt and Investigating the Ancient Past	Artefact and Exhibit Task	HT 4.1 HT 4.5 HT 4.8 HT 4.10	25%
Class Component	Ongoing Semester 1	Participation & Engagement Communication and Reflection	Active Citizenship	HT 4.1 HT 4.5 HT 4.8 HT 4.10	10%
Task 2	Term 2 Week 9	Ancient Landforms and Ancient Societies	Digital Curation and Website Task	HT 4.2 HT 4.7 GE 4.1 GE 4.3 GE 4.8	30%
Task 3	Term 3 Week 9	Liveability	Comparative Liveability Study	GE 4.4 GE 4.5 GE 4.6 GE 4.7	25%
Class Component	Ongoing Semester 2	Participation & Engagement Communication and Reflection	Active Citizenship	GE 4.4 GE 4.5 GE 4.6 GE 4.7	10%
<b>TOTAL</b>					<b>100%</b>

NESA Geography and History Syllabus. Stage 4 outcomes:

<p>Geography:</p> <p>GE4-1 locates and describes the diverse features and characteristics of a range of places and environments</p> <p>GE4-3 explains how interactions and connections between people, places and environments result in change</p> <p>GE4-4 examines perspectives of people and organisations on a range of geographical issues</p> <p>GE4-5 discusses management of places and environments for the sustainability</p> <p>GE4-6 explains differences in human wellbeing</p> <p>GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry</p> <p>GE4-8 communicates geographical information using a variety of strategies</p>	
<p>History:</p> <p>HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past</p> <p>HT4-2 describes major periods of historical time and sequences events, people and societies from the past</p> <p>HT4-5 identifies the meaning, purpose and context of historical sources</p> <p>HT4-6 uses evidence from sources to support historical narratives and explanations</p> <p>HT4-7 identifies and describes different contexts, perspectives and interpretations of the past</p> <p>HT4-8 locates, selects and organises information from sources to develop an historical inquiry</p> <p>HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past</p>	

## FRENCH

Delivered by: Languages Faculty

Head Teacher: Mr Sutton

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 9	This is Me – Part A	Presentation	LFR4-1C LFR4-5U	25%
Class Component	Ongoing Semester 1	In Class Reading, Writing, Speaking and Listening	Class Mark	LFR4-3C LFR4-4C LFR4-6U	10%
Task 2	Term 3 Week 6	In French Let's Eat	Multimodal Presentation	LFR4-2C LFR4-8U	25%
Task 3	Term 4 Week 5	All Topics	Yearly Examination	LFR4-4C LFR4-7U	30%
Class Component	Ongoing Semester 2	In Class Reading, Writing, Speaking and Listening	Class Mark	LFR4-3C LFR4-4C LFR4-6U	10%
<b>TOTAL</b>					<b>100%</b>

NESA French Syllabus. Stage 4 outcomes:

LFR4-1C	uses French to interact with others to exchange information, ideas and opinions, and make plans
LFR4-2C	identifies main ideas in, and obtains information from texts
LFR4-3C	organises and responds to information and ideas in texts for different audiences
LFR4-4C	applies a range of linguistic structures to compose texts in French, using a range of formats for different audiences
LFR4-5U	applies French pronunciation and intonation pattern
LFR4-6U	applies features of French grammatical structures and sentence patterns to convey information and ideas
LFR4-7U	identifies variations in linguistic and structural features of texts
LFR4-8U	identifies that language use reflects cultural ideas, values and beliefs

## SPANISH

Delivered by Languages Faculty

Head Teacher: Mr Sutton

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 9	This is Me – Part A	Presentation	LSP 4-1C LSP4-5U	25%
Class Component	Ongoing Semester 1	In Class Reading, Writing, Speaking and Listening	Class Mark	LSP4-3C LSP4-4C LSP4-6U	10%
Task 2	Term 3 Week 6	In Spanish Let's Eat	Multimodal Presentation	LSP-2C LSP-8U	25%
Task 3	Term 4 Week 5	All Topics	Yearly Examination	LSP-4C LSP-7U	30%
Class Component	Ongoing Semester 2	In Class Reading, Writing, Speaking and Listening	Class Mark	LSP-3C LSP-4C LSP-6U	10%
<b>TOTAL</b>					<b>100%</b>

NESA Spanish Syllabus. Stage 4 outcomes:

LSP4-1C	uses Spanish to interact with others to exchange information, ideas and opinions, and make plans
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
LSP4-4C	applies a range of linguistic structures to compose texts in Spanish, using a range of formats for different audiences
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
LSP4-8U	identifies that language use reflects cultural ideas, values and beliefs

## JAPANESE

Delivered by Languages Faculty

Head Teacher: Mr Sutton

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 9	This is Me – Part A	Presentation	LJA4-5U LJA4-7U	25%
Class Component	Ongoing Semester 1	In Class Reading, Writing, Speaking and Listening	Class Mark	LJA4-3C LJA4-4C LJA4-6U	10%
Task 2	Term 3 Week 6	Pitch You Prefecture	Multimodel presentation	LJA4-1C LJA4-9U	25%
Task 3	Term 4 Week 5	All Topics	Yearly Examination	LJA4-2C LJA4-8U	30%
Class Component	Ongoing Semester 2	In Class Reading, Writing, Speaking and Listening	Class Mark	LJA4-3C LJA4-4C LJA4-6U	10%
<b>TOTAL</b>					<b>100%</b>

NESA Japanese Syllabus. Stage 4 outcomes:

LJA4-1C	uses Japanese to interact with others to exchange information, ideas and opinions, and make plans
LJA4-2C	identifies main ideas in, and obtains information from texts
LJA4-3C	organises and responds to information and ideas in texts for different audiences
LJA4-4C	applies a range of linguistic structures to compose texts in Japanese, using a range of formats for different audiences
LJA4-5U	applies Japanese pronunciation and intonation patterns
LJA4-6U	demonstrates understanding of key aspects of Japanese writing conventions
LJA4-7U	applies features of Japanese grammatical structures and sentence patterns to convey information and ideas
LJA4-8U	identifies variations in linguistic and structural features of texts
LJA4-9U	identifies that language use reflects cultural ideas, values and beliefs

## MATHEMATICS

Delivered by: Mathematics Faculty

Head Teacher: Ms Rafla

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 2 Week 5	Working Mathematically Beginnings in Number Patterns and Algebra Number and Indices	Half Yearly Examination	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA MA4-5NA, MA4-7NA, MA4-9NA, MA4-11NA,	30%
Class Component	Ongoing Semester 1	All Semester One Topics	Participation & Engagement, Communication, Self Reflection	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA MA4-5NA, MA4-7NA, MA4-9NA, MA4-11NA,	10%
Task 2	Term 3 Week 4	Fractions Decimals Directed Number Angle Relationships	Examination	MA4-1WM, MA4-2WM, MA4-3WM, MA4-5NA, MA4-11NA, MA4-17MG, MA4-18MG	20%
Task 3	Term 4 Week 4	Perimeter, Area & Volume Percentages Statistics Equations	Yearly Examination	MA4-1WM, MA4-2WM, MA4-3WM, MA4-12MG, MA4-16MG, MA4-5NA MA4-10NA, MA4-19SP	30%
Class Component	Ongoing Semester 2	All Semester Two Topics	Participation & Engagement, Communication, Self Reflection	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA MA4-5NA, MA4-7NA, MA4-9NA, MA4-11NA,	10%
<b>TOTAL</b>					<b>100%</b>

### NESA Mathematics Syllabus. Stage 4 outcomes:

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 units
MA4-15MG	performs calculations of time that involve mixed units, and interprets time zones
MA4-16MG	applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
MA4-17MG	classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
MA4-18MG	identifies and uses angle relationships, including those related to transversals on sets of parallel lines
MA4-19SP	collects, represents, interprets single sets of data, using appropriate statistical displays
MA4-20SP	analyses single sets of data using measures of location, and range
MA4-21SP	represents probabilities of simple and compound events

## MUSIC

Delivered by: CAPA Faculty

Head Teacher: Ms Harrington

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 8	Instruments of the Orchestra	Written Task	4.5 4.7	25%
Class Component	Ongoing Semester 1	Communication Participation Self Reflection	Rehearsal & Coursework	4.3 4.8	10%
Task 2	Term 2 Week 9	Keyboard	Performance	4.1	30%
Class Component	Ongoing Semester 2	Communication Participation Self Reflection	Rehearsal & Coursework	4.12	10%
Task 3	Term 4 Week 3	Musical Theatre	Composition	4.9 4.10	25%
<b>TOTAL</b>					<b>100%</b>

NESA Music Syllabus. Stage 4 outcomes:

4.1	performs in a range of musical styles demonstrating an understanding of musical concepts
4.2	performs music using different forms of notation and different types of technology across a broad range of musical styles
4.3	performs music demonstrating solo and/or ensemble awareness
4.4	demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
4.5	notates compositions using traditional and/or non-traditional notation
4.6	experiments with different forms of technology in the composition process
4.7	demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
4.8	demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
4.9	demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
4.10	identifies the use of technology in the music selected for study, appropriate to the musical context
4.11	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
4.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

Delivered by: PDHPE Faculty

Head Teacher: Mr Sutton

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 2 Week 2	This is Me	Theory: Visual Representation & Explanation (Cross KLA Combined Task – with English, LOTE, Visual Arts)	PD4-1 PD4-2 PD4-9 PD4-10	30%
Class Component	Ongoing Semester 1	Communication Participation Engagement Self Reflection & Peer Reflection	Portfolio of Work Key Inquiry Questions Practical Lessons	PD4-1 PD4-3 PD4-8 PD4-10	10%
Task 2	Ongoing until Term 2 Week 9	So You Think You Can Dance?	Practical: Creating a dance that requires students to “tell a story through movement”	PD4-5 PD4-11 PD4-10	20%
Task 3	Term 3 Week 9	What the Health?	Integrated: Virtual Museum and Fundamental Movement Skills	PD4-4 PD4-9	30%
Class Component	Ongoing Semester 2	Communication Participation Engagement Self Reflection & Peer Reflection	Portfolio of Work Key Inquiry Questions Practical Lessons	PD4-2 PD4-4 PD4-6 PD4-11	10%
<b>TOTAL</b>					<b>100%</b>

NESA PDHPE Syllabus. Stage 4 outcomes:

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

## SCIENCE

Delivered by: Science Faculty

Head Teacher: Ms El-Rakshy

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 7	Working Scientifically States of Matter	Practical Examination	SC4-WS SC4-CW	30%
Class Component	Ongoing Semester 1	Participation Engagement & Communication	Lab Safety and Skills in Class Project	SC4-WS SC4-LW SC4-PW SC4- CW SC4-ES	10%
Task 2	Term 3 Week 10	Under the Microscope	Cross KLA Task	SC4-WS SC4-LW	20%
Task 3	Term 4 Week 6	All Topics	Yearly Examination	SC4-CW SC4-WS SC4-PW SC4-LW	30%
Class Component	Ongoing Semester 2	Participation, Engagement & Communication	Lab Safety and Skills in Class Project	SC4-WS SC4-LW SC4-PW SC4- CW SC4-ES	10%
<b>TOTAL</b>					<b>100%</b>

### NESA Science Syllabus. Stage 4 outcomes:

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



## TECHNOLOGY

Delivered by: TAS Faculty

Head Teacher: Mr Tilley

*Students will complete one project per term in Year 7.*

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 10	Technology - Textiles Technology - Food Technology - Engineering  <i>Project will be from the list above</i>	Design Project & Folio	TE4-1DP TE4-4DP TE4-5AG TE4-6FO TE4-9MA	30%
Class Component	Ongoing Semester 1	Class Component Based on Practical Work	Ongoing Class Evaluation	TE4-2DP TE4-3DP	10%
Task 2	Term 2 Week 10	Technology - Textiles Technology - Food Technology - Engineering  <i>Project will be from the list above</i>	Design Project & Folio	TE4-1DP TE4-4DP TE4-5AG TE4-6FO TE4-9MA	30%
Task 3	Term 3 Week 10	Under the Microscope Cross KLA Task	Design Project & Folio	TE4-4DP TE4-7D1 TE4-10TS	20%
Class Component	Ongoing Semester 2	Class Component Based on Practical Work	Ongoing Class Evaluation	TE4-2DP TE4-3DP	10%
Total					100%

NESA Technology (Mandatory). Stage 4 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
TE4-4DP	designs algorithms for digital solutions and implements them in a general-purpose programming language
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

## VISUAL ARTS

Delivered by: CAPA Faculty

Head Teacher: Ms Harrington

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 9	This is Me	Cross Curricular Project	4.5 4.6	20%
Class Component	Ongoing Semester 1	Communication Participation Self Reflection	Visual Arts Process Diary	4.8	10%
Task 2	Term 2 Week 8	Allsorts Mixed Media Exploration	Art Making	4.1 4.2	40%
Class Component	Ongoing Semester 2	Communication Participation Self Reflection	Visual Arts Process Diary & Peer Evaluation	4.7 4.10	10%
Task 3	Term 4 Week 3	Tessellations & Textures	Art Making	4.3 4.4	20%
<b>TOTAL</b>					<b>100%</b>

NESA Visual Arts Syllabus. Stage 4 outcomes:

4.1	uses a range of strategies to explore different artmaking conventions and procedures to make artworks
4.2	explores the function of and relationships 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 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	explores the function of and relationships between the artist – artwork – world – audience
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 meanings