



Sydney
Secondary
College
Balmain

Stage 4 Year 7 Assessment Booklet 2022

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 |
|--------------------------------|---|
| Outstanding Achievement | The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations. |
| High Achievement | The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations. |
| Sound Achievement | The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills. |
| Basic Achievement | The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills. |
| Limited Achievement | The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills. |

3. Other information, including work habits, areas for improvement 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). 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.

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: _____

Head Teacher's signature: _____ Date: _____

Assessment Planning Calendar Term 1 2022

| Week | Due this week |
|--------------------|---|
| Week 3 7 Feb | |
| Week 4 14 Feb | |
| Week 5 21 Feb | HSIE – Artefact and exhibit on Ancient Egypt |
| Week 6 28 Feb | |
| Week 7 7 Mar | Science – Practical Examination |
| Week 8 14 Mar | English – Poetry – Anthology of poems Music – Written Task |
| Week 9 21 Mar | Creativity - Creativity and Me 1 (Creativity Enrichment Only) Visual Arts – Art Making |
| Week 10 28 Mar | Languages - This is Me |
| Week 11 4 April | Technology – Design Project and Folio |

Assessment Planning Calendar Term 2 2022

| Week | Due this week |
|-------------------|---|
| Week 1 26 Apr | PDHPE – infographic Our Change Challenge |
| Week 2 2 May | |
| Week 3 9 May | NAPLAN online |
| Week 4 16 May | NAPLAN online |
| Week 5 23 May | Mathematics – Half Yearly Examination and Study sheet and Extension Examination |
| Week 6 30 May | English – Memoir – Matrix Task |
| Week 7 6 Jun | |
| Week 8 13 Jun | Creativity – Printmaking Project (Creativity Enrichment Only) Visual Arts – Art Making |
| Week 9 20 Jun | Music – Performance PDHPE – So You Think You Can Dance Task (ongoing until Week 9) |
| Week 10 27 Jun | HSIE – Ancient landforms and ancient societies - digital curation and website task Technology – Design Project and Folio |

Assessment Planning Calendar Term 3 2022

| Week | Due this week |
|-------------------|--|
| Week 1 18 Jul | |
| Week 2 25 Jul | |
| Week 3 1 Aug | |
| Week 4 8 Aug | Creativity – Cross KLA with Mathematics – (Creativity Enrichment Only) Mathematics – Cross KLA task with Visual Arts Visual Arts - Cross KLA task with Mathematics |
| Week 5 15 Aug | |
| Week 6 22 Aug | Languages – Multimodal Presentation |
| Week 7 29 Aug | |
| Week 8 5 Sep | Creativity - Balmain Vivid Project (Creativity Enrichment Only) |
| Week 9 12 Sep | HSIE – Comparative Liveability Report |
| Week 10 19 Sep | Creativity – Creativity Under the Microscope Cross KLA Task (Creativity Enrichment Only) Science and Technology – Under the Microscope Cross KLA Task |

Assessment Planning Calendar Term 4 2022

| Week | Due this week |
|------------------|--|
| Week 1 10 Oct | PDHPE – What the Health? Integrated: Virtual Health presentation |
| Week 2 17 Oct | |
| Week 3 24 Oct | English – Close study of a novel exposition- in class writing task Visual Arts – Art Making |
| Week 4 31 Oct | Languages – Yearly Examination Mathematics – Yearly Examination and Extension Examination |
| Week 5 7 Nov | Science – Common Assessment Music – Composition |
| Week 6 14 Nov | Creativity – Showcase and Creativity and Me 2 (Creativity Enrichment Only) |
| Week 7 21 Nov | |
| Week 8 28 Nov | |
| Week 9 5 Dec | |

CREATIVITY

Delivered by: CAPA/TAS Faculty
 Students will complete 6 tasks in Year 7.

Head Teacher: Ms Campbell & Mr Tilley

| Task | Date due | Topic | Type of task | Outcomes assessed | Weighting |
|-----------------|-----------------------|---|------------------------------------|---|-----------|
| Task 1 | Term 1 Week 9 | Creativity and Me 1 | Project | VA 4.1 VA 4.6 | 5% |
| Class Component | Ongoing Semester 1 | Coursework | Class Tasks | MUS 4.1 MUS 4.2 MUS 4.5 | 10% |
| Task 2 | Term 2 Week 8 | Printmaking | Project Folio / Written Task | VA 4.5 TE4-1DP | 20% |
| Task 3 | Term 3 Week 4 | Cross KLA – Creativity Tessellations and Textures | Project Folio | VA 4.3 VA 4.4 | 5% |
| Task 4 | Term 3 Week 8 | Balmain Vivid | Project | VA 4.2 TE4-1DP | 20% |
| Task 5 | Term 3 Week 10 | Cross KLA Creativity Under the Microscope | Project | TE4-4DP TE4-7DI | 5% |
| Task 6 | Term 4 Week 6 | Showcase & Creativity and Me 2 | Project | VA 4.6 TE4-3DP TE4-2DP DRA 4.2.2 | 25% |
| Class Component | Ongoing Semester 2 | Coursework | Class Tasks | MUS 4.1 MUS 4.2 MUS 4.3 | 10% |
| Total | | | | | 100% |

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 |

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|---|
| 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 |
| 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 |
| Music |
| 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 |

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|--|
| 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 |
| Drama |
| 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 Gammie

| Task | Date due | Topic | Type of task | Outcomes assessed | Weighting |
|-----------------|--------------------|----------------------------|-------------------------------|---------------------------------------|-------------|
| Task 1 | Term 1 Week 8 | Poetry | Creative: Anthology of Poetry | 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 6 | Memoir for Non-Fiction | Matrix Task | EN4-2A EN4-3B EN4-4B EN4-6C | 30% |
| Task 3 | Term 4 Week 3 | Close Study of a Novel | Essay | EN4-1A EN4-3B EN4-5C EN4-8D | 30% |
| Class Component | Ongoing Semester 2 | Participation & Engagement | Book Quizzes | EN4-4B | 10% |
| TOTAL | | | | | 100% |

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 10 | 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% |
| TOTAL | | | | | 100% |

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 Hollywood

| Task | Date due | Topic | Type of task | Outcomes assessed | Weighting |
|-----------------|--------------------|---|-------------------------|-------------------------------|-------------|
| Task 1 | Term 1 Week 10 | This is Me | 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 4 | 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% |
| TOTAL | | | | | 100% |

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 |

JAPANESE

Delivered by Languages Faculty

Head Teacher: Mr Hollywood

| Task | Date due | Topic | Type of task | Outcomes assessed | Weighting |
|-----------------|--------------------|---|-------------------------|-------------------------------|-------------|
| Task 1 | Term 1 Week 10 | This is Me | 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 4 | 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% |
| TOTAL | | | | | 100% |

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: Mrs Laga'aia

| Task | Date due | Topic | Type of task | Outcomes assessed | Weighting |
|--------------------|-----------------------|--|---|---|-------------|
| Task 1 | Term 2 Week 5 | Working Mathematically Beginnings in Number Perimeter Area and Volume Probability, Indices | Half Yearly Examination and Study Sheet Extension Examination | MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA MA4-5NA, MA4-7NA, MA4-9NA, MA4- 11NA, MA4-12MG, MA4- 13MG, MA4-21SP | 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 | Symmetry and Transformation Rates & Ration Directed Number The Number Plane | Cross KLA task | MA4-1WM, MA4-2WM, MA4-3WM, MA4-5NA, MA4-11NA, MA4-17MG, | 20% |
| Task 3 | Term 4 Week 4 | Algebra Statistics Equations Decimals and fractions | Yearly Examination and Study Sheet Extension 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% |
| TOTAL | | | | | 100% |

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 Campbell

| Task | Date due | Topic | Type of task | Outcomes assessed | Weighting |
|-----------------|--------------------|---|------------------------|-------------------|-----------|
| Task 1 | Term 1 Week 8 | Instruments of the Orchestra | Written Task | 4.7 | 25% |
| Class Component | Ongoing Semester 1 | Communication Participation Self-Reflection | Rehearsal & Coursework | 4.3 | 10% |
| Task 2 | Term 2 Week 9 | Keyboard | Performance | 4.1 4.2 | 30% |
| Task 3 | Term 4 Week 5 | Musical Theatre | Composition | 4.5 4.8 | 25% |
| Class Component | Ongoing Semester 2 | Communication Participation Self-Reflection | Rehearsal & Coursework | 4.12 | 10% |
| TOTAL | | | | | 100% |

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 Hollywood

| Task | Date due | Topic | Type of task | Outcomes assessed | Weighting |
|-----------------|-----------------------------------|--|---|-----------------------------------|-------------|
| Task 1 | Term 2 Week 1 | Change & Challenge | Theory: Infographic | 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: Dance/Aerobics – Adapting and transferring movement | PD4-5 PD4-11 PD4-10 | 20% |
| Task 3 | Term 4 Week 1 | What the Health? | Virtual Health Presentation | 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% |
| TOTAL | | | | | 100% |

NESSA 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 | Practical Examination | SC4-WS | 25% |
| 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 | Cells | Cross KLA Task | SC4-WS SC4-LW | 25% |
| Task 3 | Term 4 Week 5 | All Topics | Common Assessment | 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 | 10% |
| TOTAL | | | | | 100% |

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 11 | Food Technologies Engineering /systems Materials Technology <ul style="list-style-type: none"> • Textiles • Metal | Design Project & Folio | TE4-1DP TE4-5AG TE4-6FO TE4-8EH TE4-9MA TE4-10TS | 30% |
| Class Component | Ongoing Semester 1 | Communication | Ongoing Class Evaluation | TE4-2DP TE4-3DP TE4-BEN | 10% |
| Task 2 | Term 2 Week 10 | Food Technologies Engineering /systems Materials Technology <ul style="list-style-type: none"> • Textiles • Metal | Design Project & Folio | TE4-1DP TE4-5AG TE4-6FO TE4-8EH TE4-9MA TE4-10TS | 30% |
| Task 3 | Term 3 Week 10 | Under the Microscope Cross KLA Task | Design Project & Folio | TE4-4DP TE4-7D1 | 20% |
| Class Component | Ongoing Semester 2 | Communication | 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 Campbell

| Task | Date due | Topic | Type of task | Outcomes assessed | Weighting |
|-----------------|-----------------------|---|-------------------------|-------------------|-----------|
| Task 1 | Term 1 Week 9 | Moods and Swings | Artmaking | 4.3 4.5 | 20% |
| Class Component | Ongoing Semester 1 | Artist Study | Theory | 4.8 | 10% |
| Task 2 | Term 3 Week 4 | Tessellations & Textures Cross KLA task | Artmaking | 4.3 4.4 | 20% |
| Task 3 | Term 4 Week 3 | All Sorts Mixed Media Exploration | Artmaking | 4.4 4.6 | 40% |
| Class Component | Ongoing Semester 2 | Communication Participation Self-Reflection | Digital Presentation | 4.7 4.10 | 10% |
| TOTAL | | | | | 100% |

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 |