Year 7 Subject Assessment Booklet 2020

Muirfield High School

Junior Assessment Policy and Procedures
The Assessment Policy should be read in conjunction with the NSW Department of Education *Curriculum Policy Standards (Updated July 2018)* which outlines specific requirements and policy standards and relevant syllabus material.

Aims and Purpose of Assessment
Assessment is the process of identifying, gathering and interpreting information about student's learning in relation to the objectives and outcomes of a course. The central purpose of assessment is to provide information on student achievement and progress and set direction for ongoing teaching and learning.

The assessment program incorporates the principles of *assessment for learning, assessment of learning* and *assessment as learning.*

- *Assessment for learning* involves teachers using evidence about students' achievement to inform future teaching.
- *Assessment of learning* is an assessment of what the student has learnt and usually occurs at key points in a unit, term or semester and may be used to rank or grade students.
- *Assessment as learning* occurs when students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning. Assessment as learning encourages students to take responsibility for their own learning.

Principles of Effective and Informative Assessment and Reporting

- The assessment strategies used by the teacher need to be directly linked to syllabus outcomes. These describe the standards against which the student is assessed and reported.

- Assessment should draw on a wide range of evidence and appropriate to kind of learning or outcomes being assessed. Teachers use a variety of assessment strategies that give students multiple opportunities in varying contexts to demonstrate what they know, understand and can do in relation to syllabus outcomes.

- Assessment strategies need to be valid and fair.

- Assessment should be manageable, efficient and convenient. Assessment can be incorporated into usual classroom activities. For example, teachers can assess achievement informally as students complete work using a range of strategies including student self-assessment and peer assessment.

- Assessment values teacher judgement through cooperative programming and discussion of student work samples and achievements within and between schools. In awarding grades for achievement of outcomes or for overall course performance, teacher may use an on-balance judgement that does not focus on a single piece of work. Teachers may weigh up assessment information collected from both formal activities and informal observations that have built up over time and in different situations. Formal and informal evidence that is collected routinely and recorded systematically is part of teachers' ongoing classroom assessment practice.

Communication to Students and Parents
Each course assessment program will comprise a scope and sequence chart that will indicate the following:

1. each of the outcomes to be reported on in semester report
2. how each outcome is to be assessed
3. how the overall semester/year grade and rank order will be assessed

This information is to be issued to students at the beginning of the year by faculties.

Given the wide variety of assessment strategies, provision of written notification for individual tasks will depend on the nature of the task. Similarly, while provision of explicit criteria supports student achievement, provision of explicit marking criteria is dependent on the nature of individual tasks. These will be decided at faculty level.

Absence, Illness and Misadventure, Lateness
The teacher in consultation with the Head Teacher and following the guidelines below will make decisions about these matters.

All students are expected to make a serious attempt at all assessment tasks.

If students are absent when an in-class task is due, on the FIRST day of return to school, students MUST see the relevant Head Teacher(s), who will decide on one of the options: student to complete the task; student to complete an alternate task; or student awarded an estimated mark. This decision will take into consideration nature of the task; prior application and attendance of the student; and length of absence. In cases where an estimate is awarded, the Head Teacher, in consultation with the classroom teacher, will exercise their professional judgement, using all available evidence of achievement.

A note from the parent/caregiver is required to explain the student's absence from an assessment task. This is required on the student's first day back at school. A penalty of 10% of the full marks possible per day will be consistently applied for the submission of late hand-in formal assessment tasks without a reasonable excuse. A weekend will be treated as one day. After 5 days, the student will receive zero.

Students who are absent through truancy for a test, or absent on the day an assignment is due through truancy will receive a zero for that task.

Students who are absent on the due date of an assessment task for school representation or other school business need to negotiate an alternate due date prior to their absence.

Should students be absent due to extended leave, for example family holidays, students need to consult with the Head Teacher prior to absence. The Head Teacher, in consultation with the class teacher, will decide on one of the following options: submission prior to departure; submission via electronic means; completion an alternate task; awarding an estimate or awarding zero for a task. This decision will take into consideration nature of the task; prior application and attendance of the student; and length of absence.

If something serious or unexpected happens when students are working on an assignment that prevents them from completing the task by the due date, they should go to the Head Teacher and ask for an extension as soon as possible. In the event of the confirmation of illness or misadventure the teacher and the student are to negotiate an alternative completion date.

Computer issues and technical problems are **NOT** valid grounds for an extension. You are expected to follow responsible practices when using technologies, including ensuring that your equipment is reliable and that you have extra copies saved on USB. Students are recommended to keep a copy of their assignment work in hard copy form, on a storage device, on a hard drive and email a copy of the task to their school account. This will ensure technological problems such as computer malfunction; power surge; loss of work; no printer ink; will not result in a loss of some or all of the marks.

Disability Provisions

From Muirfield High School Learning Support Procedures:

- Adjustments are provided by class room teachers to support the individual needs of the student within lessons and units of work. Teachers should consider the concept of "universal design", i.e. ways in which a whole task can be improved so that all students can understand what is required and all students have the opportunity and ability to demonstrate their level of achievement, rather than individual different tasks for each student.

- Adjustments to assessments are modified by teachers when required to enable students to demonstrate required outcomes.

- Teachers provide opportunities for students to use their strengths, preferred learning styles and interests within the curriculum areas.

Students who require accommodations to enable them to demonstrate outcomes may be granted disability provisions in tests. Provisions may include coloured paper, large-print papers, use of a reader and/or writer, extra time or rest breaks. Students in all years who require the provision of a Reader and/or Writer are identified following teacher or parent referral. Students in Years 7, 8 and 9 are assisted by SLSOs. Students in Years 10, 11 and 12 assisted by selected students in the year below. In order to accommodate more students, consideration is being given to use carefully selected Year 8 students to assist students in Year 9. Test provisions are coordinated by the LaST.

Year 10 Record of School Achievement (RoSA)

At the end of Year 10 students who have met the eligibility requirements for the Record of School Achievement (RoSA) will receive a grade for their courses. Teachers will make the final judgement of the grade deserved on the basis of available assessment information and with reference to the course performance descriptors and other material produced by NESA to support the consistent awarding of grades. As this grade is for the external credential, students need to be fully aware of and follow the procedures regarding due dates, absence, illness and misadventure. Should students wish to appeal a decision of Head Teacher, students should speak with their Deputy Principal within two days of receiving the decision from the Head Teacher.

Eligibility for a RoSA

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the Education Act.
  (https://www.legislation.nsw.gov.au/#/view/act/1990/8/part8/div2/sec94)

School attendance

NESA do not set minimum attendance for the satisfactory completion of a course. However, a principal may determine that, due to absence, course completion criteria may not be met.

To receive a RoSA, students must attend school until the final day of Year 10.

They must also complete the following mandatory Years 7-10 curriculum requirements.

- **English:** By the end of Year 10, 400 hours need to be completed.
- **Mathematics:** By the end of Year 10, 400 hours need to be completed.
- **Science:** By the end of Year 10, 400 hours need to be completed.
- **Human Society and its Environment:** By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.
- **Languages Other than English:** 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
- **Technological and Applied Studies:** Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.
- **Creative Arts:** Two hundred hours to be completed, consisting of 100-hour mandatory courses in each of Visual Arts and Music.
- **Personal Development, Health and Physical Education:** Mandatory 300-hour course to be completed. This integrated course is to be studied in each of Years 7–10.

'N' determinations

If students do not complete a course's requirements they will receive an 'N' determination.

Students are warned, via a letter, if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

If a student receives an 'N' determination in a mandatory curriculum requirement course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination.

If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

Malpractice

Student malpractice in assessment tasks and examinations is a serious offence. Students who commit malpractice will be awarded zero for the task, and risk an 'N' determination for their course.

Malpractice consists of the following, but not limited to:

Unauthorised access to task or marking criteria	Unauthorised access to examination	Unauthorised use of electronic device	Possession or use of unauthorised notes
Plagiarism & aiding plagiarism	Frivolous attempt	Collusion	Unacknowledged assistance
Offensive content	Making a false claim	Possession or use of unauthorised notes	Distributing or sharing the content of examinations and in-class tasks during exclusion periods

Plagiarism is considered malpractice.

Plagiarism is the use of the work of others without acknowledgement. Some guidelines to consider are:

- Copying someone else's entire work and submitting it as your own is plagiarism.
- Copying passages of someone else's work and submitting it as your own is plagiarism.
- Copying someone else's work and substituting some words or sentences is plagiarism.
- The copying of paragraphs or sentences from someone else's work is permitted, as long as it is appropriately acknowledged by footnoting or quotation marks.
- The copying of someone else's ideas, including paraphrasing, is allowed, as long as it is acknowledged.

General performance descriptors

The general performance descriptors describe performance at each of five grade levels.

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.

Stage 4 grading

Schools are responsible for awarding each student a grade (A, B, C, D, or E) to summarise the student's achievement in any course completed in Stage 4.

Teachers use these Stage 4 course performance descriptors to determine Stage 4 grades. The descriptors have been developed from the NESA general performance descriptors, and provide a more complete description of typical performance in this course at each grade level.

Applying the course performance descriptors

Teachers use their professional judgement in applying the course performance descriptors. It is not intended that the course performance descriptors represent a checklist, or provide a comprehensive description of student performance at each grade level. The descriptor that provides the best overall description of the student's achievement will determine the grade awarded.

Teachers interpret the course performance descriptors in terms of standards that can be achieved by students within the bounds of the course.

The samples of student work that are provided on the Assessment Resource Centre website clarify the standards described in the course performance descriptors. They illustrate the quality of work typically produced by students who receive each grade.

Assessment Schedule Planner

Term 1		
Week	**TASKS TO COMPLETE**	**DATE DUE**
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

Term 2		
Week	**TASKS TO COMPLETE**	**DATE DUE**
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Assessment Schedule Planner

Term 3		
Week	**TASKS TO COMPLETE**	**DATE DUE**
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Term 4		
Week	**TASKS TO COMPLETE**	**DATE DUE**
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

2020 Year 7 Assessment Schedules

Mandatory Stage 4 Courses

Additional Stage 4 Courses

2020 Year 7 English

The Year 7 English course provides students with opportunities to continue developing skills in reading, writing, speaking and listening by responding critically and imaginatively to a wide range of texts from a variety of cultures and media. This includes the study of the issue of sustainability in a non-fiction and media study. Specifically students will study poetry and write their own poetry anthology. Students will also study the play "Honey Spot" by Jack Davis, complete a media presentation and a film study. This course aims to enable students to use, understand, appreciate, reflect and enjoy the English language in a variety of contexts.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 **Sem 1**	Writing Poetry and Writing a Reflection Text: Poetry Anthology	2, 3	50	T1 Wk6
2 **Sem 1**	Writing Task – Modified Essay Text: Novel	1, 2	50	T2 Wk4
3 **Sem 2**	Creative Writing Texts: Myths and Legends	2	25	T2 Wk10
4 **Sem 2**	Writing and Viewing – Multimodal Text: Film	3	25	T3 Wk6
5 **Sem 2**	Magazine Task Texts: Media	1, 4	25	T3 Wk10
6 **Sem 2**	Writing and Reading – Texts: Drama 'Honey Spot' by Jack Davis and Poetry	2, 3, 4	25	T4 Wk4

Report Outcomes

Semester 1	Semester 2
1. Students read texts for understanding, interpretation, critical analysis and pleasure. 2. Students write texts to communicate ideas accurately, imaginatively, creatively, interpretively and critically. 3. Students engage with print, visual and digital texts with critical awareness of the features and structures of those texts.	1. Students read texts for understanding, interpretation, critical analysis and pleasure. 2. Students write texts to communicate ideas accurately, imaginatively, creatively, interpretively and critically. 3. Students speak and listen in formal and informal situations with an understanding of audience, purpose and context. 4. Students engage with print, visual and digital texts with critical awareness of the features and structures of those texts.

2020 Year 7 Geography

The aim of Geography in Years K–10 is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

The topics that are studied this semester are:

1. Place and Liveability
2. Landscapes and Landforms

Topic 1: Place and Liveability (25 hours)

Students discuss factors that influence people's perceptions of the liveability of places. They investigate features and characteristics of places across a range of scales that support and enhance people's wellbeing such as community identity, environmental quality and access to services and facilities. Students assess the liveability of places and propose strategies to enhance the liveability of a place in Australia.

Topic 2: Landscapes and Landforms (25 hours)

Students explore landscapes and landforms using examples from Australia and throughout the world. They explain processes that create landscapes and shape individual landforms and they describe the values of landscapes and landforms to different people.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
2 **Sem 1**	Research Task	1, 4, 6,8	50	T1 Wk10
3 **Sem 1**	Yearly Examination	2, 3, 5, 7, 8	40	T2 Wk6

Report Outcomes

1. Locates and describes the diverse features and characteristics of a range of places and environments.
2. Describes processes and influences that form and transform places and environments.
3. Explains how interactions and connections between people, places and environments result in change.
4. Examines perspectives of people and organisations on a range of geographical issues
5. Discusses management of places and environments for their sustainability.
6. Explains differences in human wellbeing.
7. Acquires and processes geographical information by selecting and using geographical tools for inquiry.
8. Communicates geographical information using a variety of strategies.

2020 Year 7 History

By the end of Stage 4, students describe the nature of history and archaeology, and explain their contribution to an understanding of the past. They describe major periods of historical time and sequence events, people and societies from the past. Students recognise and explain patterns of change and continuity over time and explain the causes and consequences of events and developments. They describe and assess the motives and actions of people in the past. Students demonstrate an understanding of the causes and effects of events, past societies and developments over time.

In Year 7 the students will cover 3 Depth Studies.

Depth Study 1 Investigating the Ancient Past (including ancient Australia)

Depth Study 2 The Mediterranean World – Egypt

Depth Study 3 The Asian World - Asia

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
2 **Sem 2**	Research Assignment - Historical Investigation using Primary and Secondary Sources	3, 6, 10	50	T3 Wk9
3 **Sem 2**	Final Examination	2, 6, 9	50	T4 Wk3

Report Outcomes

1. Describes the nature of history and archaeology and explains their contribution to an understanding of the past
2. Describes major periods of historical time and sequences events, people and societies from the past
3. Describes and assesses the motives and actions of past individuals and groups in the context of past societies
4. Describes and explains the causes and effects of events and developments of past societies over time
5. Identifies the meaning, purpose and context of historical sources
6. Uses evidence from sources to support historical narratives and explanations
7. Identifies and describes different contexts, perspectives and interpretations of the past
8. Locates, selects and organises information from sources to develop an historical inquiry
9. Uses a range of historical terms and concepts when communicating an understanding of the past
10. Selects and uses appropriate oral, written, visual and digital forms to communicate about the past

2020 Year 7 Mathematics

Year 7 Mathematics students will develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning.

Task No.	Task Description	Report Outcome	Semester Weighting	Date
1 **Sem 1**	In Class written test • Number and Directed Number • Indices	1	50	T1 Wk9
2 **Sem 1**	Investigation Task • Indices • Decimals and Fractions • Percentages and Percentage Applications • Probability	2, 3, 4	50	T2 Wk6
3 **Sem 2**	In Class written test (3 sections) • Probability • Angles • 2D and 3D Space • Algebra	4, 5, 6, 7	50	T3 Wk6
4 **Sem 2**	In Class written test (3 sections) • Algebra and Equations • Perimeter, Area and Volume	5, 8, 9	50	T4 Wk3

Report Outcomes

Semester 1	Semester 2
1. Compares, orders, calculates with integers 2. Operates with indices of numerical bases. 3. Operates and calculates with fractions, decimals and percentages. Converts, uses and applies percentages to quantities. 4. Uses and understanding of chance, sample space, outcomes and likelihood and represents probabilities of events in various forms.	5. Uses the algebraic symbol system to simplify, expand and factorise simple algebraic expressions. Uses algebraic techniques to solve simple linear equations. 6. Identifies and uses angle properties of polygons and parallel lines. 7. Classifies triangles and describes quadrilaterals using properties to solve simple problems. Uses nets and draws solids from different perspectives. 8. Uses number properties to apply and reason with algebraic expressions. Uses algebraic techniques to solve simple linear equations. 9. Uses formulas to calculate area and volume and converts between units of area and volume. Performs calculations of time that involve mixed units.

2020 Year 7 Music

Students learn to compose, perform and analyse music across a variety of musical styles and genres. In Year 7, students are introduced to the concepts of music through the key learning experiences of performance, composition and aural skills. Throughout the unit students also develop their literacy and numeracy along with gaining improved musical confidence and ensemble skills. The Year 7 course provides students with the fundamental skills for Year 8 music.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 **Sem 1**	Aural Portfolio based on the Concepts of Music	7, 8	50	T1 Wk10
2 **Sem 1**	Performance: Individual performance on keyboard	1, 2, 3	50	T2 Wk5
3 **Sem 2**	Performance: Group performance on guitar	3	30	T3 Wk4
4 **Sem 2**	Composition Task	4, 5, 10	30	T3 Wk10
5 **Sem 2**	Yearly Examination	7, 9	40	T4 Wk3

Report Outcomes

Semester 1	Semester 2
1. Performs in a range of musical styles demonstrating an understanding of musical concepts 2. Performs music using different forms of notation and different types of technology across a broad range of musical styles 3. Performs music demonstrating solo and/or ensemble awareness 7. Demonstrates an understanding of the musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas 8. Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire	3. Performs music demonstrating solo and/or ensemble awareness 4. Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing 5. Notates compositions using traditional and/or non-traditional notation 7. Demonstrates an understanding of the musical concepts through listening, observing 9. Demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study 10. Identifies the use of technology in the music selected for study, appropriate to the musical context

2020 Year 7 PDHPE

Through PDHPE students develop the skills to research, apply, appraise and critically analyse health and movement concepts in order to maintain and improve their health, safety, wellbeing and participation in physical activity. Students are provided with opportunities to learn to critique and challenge assumptions, attitudes, behaviours and stereotypes and evaluate a range of health-related sources, services and organisations. They develop a commitment to the qualities and characteristics that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice. Students practise, develop and refine the physical, cognitive, social and emotional skills that are important for engaging in movement and leading a healthy, safe and physically active life.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 **Sem 1**	Initiative Games Diary	2	20	T1 Wk6
2 **Sem 1**	High School Survival Guide	1	40	T1 Wks9-10
3 **Sem 1**	Effort	3	20	Throughout Semester 1
4 **Sem 1**	Application	4	20	Throughout Semester 1
5 **Sem 2**	Sleep Journal Assessment	5	40	T3 Wks7-8
6 **Sem 2**	Invasion Games Skills Tests	6	10	Throughout Semester 2
7 **Sem 2**	Sport Knowledge Exam	7	20	T3 Wks9-10
8 **Sem 2**	Effort	8	15	Throughout Semester 2
9 **Sem 2**	Application	9	15	Throughout Semester 2

Report Outcomes

Semester 1	Semester 2
1. Plans for and participates in activities that encourage health and a lifetime of physical activity 2. Examines and evaluates strategies to manage current and future challenges. 3. Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts. 4. Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.	5. Examines and demonstrates strategies and behaviours that play a role in supporting themselves and others. 6. Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts. 7. Demonstrates the knowledge to successfully participate in a range of team sports. 8. Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts. 9. Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.

2020 Year 7 Science

Semester 1
Year 7 Science students study the topics: How Scientists Work, Matter and Separating Mixtures. Assessment and outcomes reflect student performance in these focus areas in both the theoretical and skills domain.

Semester 2
Year 7 Science students study the topics Forces, Cells and Classification and Our Planet. Assessment and outcomes reflect student performance in these focus areas in both the theoretical and skills domain.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 **Sem 1**	Working Scientifically Task	1, 2	30	T1 Wk6
2 **Sem 1**	Scientist Research Task	3	20	T1 Wk10
3 **Sem 1**	Half Yearly Examination	4, 5	50	T2 Wk5
4 **Sem 2**	Cell Model	1, 2	40	T3 Wk7
5 **Sem 2**	Yearly Examination	3, 4, 5	60	T4 Wk3

Report Outcomes

Semester 1	Semester 2
1. Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively. 2. Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions. 3. Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations. 4. Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles. 5. Explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life.	1. Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems. 2. Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations. 3. Describes the action of unbalanced forces in everyday situations. 4. Describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system. 5. Relates the structure and function of living things to their classification, survival and reproduction.

2020 Year 7 Technology Mandatory

The study of Technology Mandatory enables students to become responsible users of technologies and designers of solutions. Through the practical application of knowledge and understanding, students develop skills in the safe use of a range of technologies to design, produce and evaluate solutions to identified needs and opportunities.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 **Sem 1**	Project Folio Work – Project 1	1	40	T2 Wk5
2 **Sem 1**	Practical Work - Project 1	2	40	T2 Wk2
3 **Sem 1**	Assessment of Safety	3	10	Ongoing
4 **Sem 1**	Classroom Communication	4	10	Ongoing
5 **Sem 2**	Project Folio Work – Project 1	1	40	T4 Wk1
6 **Sem 2**	Practical Work - Project 1	2	40	T4 Wk3
7 **Sem 2**	Assessment of Safety	3	10	Ongoing
8 **Sem 2**	Common Task	4	10	T3 Wk2

Report Outcomes

Semester 1	Semester 2
1. Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities. 2. Plans and manages the production of designed solutions. Selects, maintains and appropriately uses hardware for a range of tasks.	1. Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities. 2. Plans and manages the production of designed solutions. Selects, maintains and appropriately uses hardware for a range of tasks.

2020 Year 7 Visual Arts

Semester 1 & 2
This course gives students an opportunity to engage in the studying and making of art through practical experience using a variety of media, and historical and critical studies of past and present art making practice.
Your report mark will be comprised of:

- 60% Artmaking
- 40% Art History and Criticism

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 **Sem 1**	Practice - VAPD	1	40	T2 Wk6
2 **Sem 1**	Frames – Making	2	40	Ongoing
3 **Sem 1**	Conceptual – Assignment 'Interview'	3	20	T1 Wk7
4 **Sem 2**	Practice - VAPD	1	40	T4 Wk4
5 **Sem 2**	Frames – Making	2	40	Ongoing
6 **Sem 2**	Conceptual – Assignment 'Art is all around us'	3	20	T3 Wks3-4

Report Outcomes

Semester 1-2	Semester 1-2
1. **Practice** uses a range of strategies to explore different artmaking conventions and procedures to make artworks 2. **Frames** makes artworks that involve some understanding of the frames 3. **Conceptual framework** explores the function of and relationships between the artist – artwork – world – audience	1. **Practice** uses a range of strategies to explore different artmaking conventions and procedures to make artworks 2. **Frames** makes artworks that involve some understanding of the frames 3. **Conceptual framework** explores the function of and relationships between the artist – artwork – world – audience

2020 Year 7 Agriculture

Semester 1
Year 7 Agriculture will complete a farm induction and discover the role agriculture plays in their daily lives. They will learn how to look after chickens as well as growing their own sunflowers to take home.
Semester 2
Year 7 Agriculture will learn about the Australian sheep industry. They will participate in managing Muirfield High School's sheep flock and help with raising the lambs. They will also learn about vegetable production and will grow their own vegetables in the garden plots.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 **Sem 1**	Quizlet – Farm Safety	3	20	T1 Wk6
2 **Sem 1**	Video Log – Sunflowers	2	20	T2 Wk2
3 **Sem 1**	Half Yearly Examination	1	60	T2 Wk5
4 **Sem 2**	Quizlet – Sheep	6	20	T3 Wk2
5 **Sem 2**	Video Log – Vegetables	5	20	T3 Wk8
6 **Sem 2**	Yearly Examination	4	60	T4 Wk3

Report outcomes

Semester 1	Semester 2
1. Demonstrates knowledge and understanding of the principles of Australian agricultural industry. 2. Performs routine plant management activities. 3. Performs routine animal husbandry/ management activities.	4. Demonstrates knowledge and understanding of the principles of Australian agricultural industry. 5. Performs routine vegetable growth and management activities. 6. Performs routine animal husbandry/ management activities.

2020 Year 7 Performance Studies - Dance

Semester 1 – 2

Performance Studies encourages a cooperative approach to exploring the world through a creative process. Through this semester students build self-confidence, motivation and self-esteem through the devising, rehearsing and performance of collaborative works.

Students study Dance and Drama modules in alternate semesters.

Task No.	Task Description	Report Outcome	Yearly Course Weighting	Due Date
1	Research Task on a specific dance style	3	40	T1-3 Wks 9-10
2	Performance of a dance	1, 2	60	T2-4 Ongoing

Report Outcomes

Dance
1. A student demonstrates aspects of the elements of dance in dance performance. 2. A student describes dance performances through the elements of dance. 3. A student identifies that dance works of art express ideas.

2020 Year 7 Performance Studies- Drama

Semester 1 – 2

Performance Studies encourages a cooperative approach to exploring the world through a creative process. Through this semester students build self-confidence whilst learning about the elements of drama through the devising, rehearsing and performance of collaborative works.

Task No.	Task Description	Report Outcome	Yearly Course Weighting	Due Date
1	Elements of Drama - workshop	2	40	T1-3 Wks 9-10
2	Group Devised Piece – performance and theory	1, 3	60	T2-4 Wks 2-3

Report Outcomes

Drama
1. Improvises and playbuilds through group-devised processes 2. Uses performance skills to communicate dramatic meaning 3. Identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama

2020 Year 7 STEM

This course is intended to integrate the STEM fields through project based learning. Students will be engaged by frequent hands-on activities geared towards combining each of the STEM disciplines. Creativity and collaboration will be encouraged as students solve problems.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 **Sem 1**	Ongoing Evaluation and Project	1, 2, 3	50	T1 Wk10
2 **Sem 1**	Ongoing Evaluation and Progression	1, 2	50	T2 Wk6
3 **Sem 2**	Ongoing Evaluation and Project	4, 5, 6	50	T3 Wk10
4 **Sem 2**	Ongoing Evaluation and Progression	4, 6	50	T4 Wk4

Report Outcomes

Semester 1	Semester 2
1. Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge 2. Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities 3. Applies appropriate mathematical techniques to solve problems	1. Collaboratively and individually produces a plan to investigate questions and problems 2. Designs algorithms for digital solutions and implements them in a general-purpose programming language 3. Recognises and explains mathematical relationships using reasoning