

**MUIRFIELD HIGH SCHOOL**

**YEAR 7 SUBJECT  
ASSESSMENT GUIDE 2024**



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## Introduction to Muirfield High School's Assessment Policy

Throughout your schooling, you are assessed on your learning. As you enter your first year of study at high school, assessment tasks become much more formalised. The Stage 4 pattern of study you undertake in Year 7 continues into Year 8 and is prescribed by NESA (NSW Educational Standards Authority).

This booklet introduces you to the assessments for each subject you will take in Year 7, as well as explaining the intentions, rules and procedures you need to understand. As you move into Stage 5 and 6, assessment becomes increasingly complex and goes toward attaining a RoSA at the end of Year 10, culminating with the HSC in Year 12.

Year 7 is an exciting time where you experience a broad range of subjects with a variety of teachers and learning spaces. NESA determines the hours spent on each subject in Stage 4. These subjects are mandatory. Core subjects of English, Mathematics, Science, HSIE and PDHPE must be studied from Year 7 to Year 10. Elective choices can be made for several subjects at the end of Year 8 to study specialist subjects throughout Stage 5.

There are a number of assessment strategies used to determine the level that students achieve in outcomes for each course. A range of ongoing formative and summative assessments are used. The term 'assessment' refers to the process of identifying, gathering and interpreting information about student learning.

Assessments that go towards your achievement of course outcomes in reports will be indicated by formal assessment notifications handed out by the class teacher. They are in the assessment schedules for each subject at the back of this booklet. It is important to pay careful attention to this and manage time appropriately to meet due dates, whilst also revising coursework and completing homework tasks. Additionally, the parent portal and school calendar provide helpful information.

Three reports are issued via email throughout Year 7 and there is the opportunity at a parent teacher afternoon to discuss a student's progress. An interim report in Term 1 provides profiles that give an indication of how students have settled into their courses. A half yearly report reflects academic achievement, student learning profiles, and constructive feedback from the class teacher regarding Semester 1 outcomes. This is emailed to parents/guardians towards the end of Term 2. Likewise, a yearly report that reflects achievements from Semester 2, is also emailed home.

Whilst a strong work ethic is essential, there is support available within the school to assist students. Minimal commitment/effort to complete tasks and submit serious attempts could see consequences put in place, including parent contact, loss of marks, and Head Teacher or relevant Deputy Principal involvement. Embarking on your first year of high school is an exciting time, but it can also cause you to feel overwhelmed. Don't be afraid to ask questions and seek help. We look forward to supporting you throughout your Stage 4 studies.

***Muirfield High School Assessment and Reporting Team***

## Junior Assessment Policy

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 strategies need to be valid and fair.
- Assessment should be manageable, efficient and convenient. Assessment can be incorporated into 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, a 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 with students and parents

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

- Each of the outcomes to be reported on in each semester report
- How each outcome is to be assessed
- How the overall semester/year grade and rank order will be decided

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.

## Types of assessment tasks

Assessment should draw on a wide range of evidence and be appropriate to the 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. This may include: formal examinations, creative works, videos, project-based tasks, topic tests, presentations, in-class written assessments, group work, extended writing, research assignments and practical tasks.

## Malpractice and Plagiarism

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 the use of the work of others without acknowledgement and is considered malpractice. 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.

# Sample Assessment Notification

In Year 7, you will receive formal assessment notifications which look similar to this. Your teacher includes details in each section outlining essential information. Extra resources are also included to assist you. Remember to re-read the notification multiple times to ensure you have fulfilled all the requirements of the task.

Here is a sample assessment notification. Have a careful look at the hints and tips on how to read it:



Muirfield High School

## Junior Assessment Task Notification

**Course Name:**  
**Task Number:**  
**Date of Issue:**

Semester 1 or 2 Weighting / R  
**Date Due:**

Write this down straight away and make sure you write it into your diary! Plan your time wisely, do not leave it to the last minute!

**Task Type:**

*For example: oral presentation, formal examination, research report, research essay, examination, practical performance, body of artworks)*

**Task Description:**

*This includes any information that helps students to understand what is expected of them. For example: task requirements, length of response, breakdown of components, mark value for each component, literacy focus or key terms ...*

*Here is an example of what you might see :*

*A formal written examination of 90 minutes duration, made up of 4 sections:*

- 1. Multiple choice style questions,*
- 2. Short answer questions,*
- 3. Source based questions and an extended essay style response,*
- 4. Write an essay based on prescribed text.*

*This closed book examination which means you cannot bring any study materials into the examination.*

**Key resources for the task:**

*This can include textbook chapters, writing scaffolds, bibliography instructions, student sample responses, Google Classroom class code, etc*

**Presentation Format:**

*The manner in which you format your work is outlined here. This could include:*

- *Hard copy, typed essay presented in a plastic sleeve or folder*
- *Subject's Google Classroom in: 'Assessment 1'*
- *Completed artworks on paper to be appropriately mounted*
- *In class speech in allocated class time*

**Report outcomes being assessed by this task:**

*When you look at your Report, the outcome/s listed here will show your results for this task.*

**Criteria for assessment:**

*This will outline the criteria upon which your work will be marked or indicate a marking rubric that you should refer to in order to achieve the best results you can.*

**Additional Information:**

- *Refer to relevant information listed in the Assessment Booklet for your year. Pay particular attention to the sections on: "Malpractice" and "Absence, Illness and Misadventure, Lateness"*
- *This is a formal assessment item. There are procedures to follow due to absences due to illness. It must be supported by documentation, presented to your Class Teacher on the first day of your return to school, irrespective of your timetable for this subject. You must be prepared to attempt/submit the task on the first day of your return to school. If you are going to be absent for a legitimate reason known in advance, (such as representing the school in an extra-curricular event) you must discuss this with your teacher as soon as possible.*

*Additional information may include: explicit submission details (e.g. by 2:35pm), equipment needed, how the order will be determined for orals/practicals, etc.*

Don't miss any components as this can lead to non-serious attempt, or greatly affect your overall result.

Make sure you look carefully at all of these to ensure you are on the right track!

There are definitions and consequences for these points are outlined in this booklet. Make sure you always submit your own work and follow the rules.

If you don't pay attention, this could cost you marks!

Read the rubric carefully so you don't miss out on easy marks and can focus your efforts effectively!

## Late Submission, Absence or Illness

The teacher in consultation with the Head Teacher, 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. Faculties may issue penalties, for example a penalty of 10% of the full marks possible per day could 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 could 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 of 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 which 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. It is recommended that students keep multiple copies of their assignments, for example in hard copy form, on a storage device and on a hard drive. They can also 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 have an adversary effect.

## 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 for in-class assessments. 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 School Learning Support Officers. 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.

## 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:** 200 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.



## Reporting

Throughout Year 7 parents/guardians receive three reports which are sent home via email.

1. Term 1 - Interim Report that focuses on Learning Profiles
2. Term 2 - Half-Yearly Report
3. Term 3 - Yearly Report

The opportunity for a Parent Teacher Night occurs early Term 3. Further information on this will be sent home and parents/guardians will need to use the Parent Portal to book interview time slots.

The cover page of the report will indicate: your pattern of study; compliance with school uniform policy; attendance levels; the school activities you have participated in.

## Sample report

### Subject Title Year 7 Semester One 2021

#### Course Outline

*This section provides an outline of the areas studied in the course for this semester.*

#### Semester One Course Outcomes

Areas of Learning	A	B	C	D	E	U	N
<i>Here will be a list of outcomes linked to assessment and class tasks that you have done during the semester.</i>							
<i>You will be awarded a grade from A to E based on your overall level of academic achievement in accordance with NESAs guidelines. You will see a tick ✓ in the relevant column.</i>							

#### Semester One Grade

A	B	C	D	E	U	N
5	52	79	20	1	-	-

*This section provides the overall semester grades for all students in the cohort based on teacher assessment throughout the semester. The coloured box shows the overall grade achieved by the individual student.*

#### Student Profile

Area		A	U	S	NI
Respects teachers and peers	<i>This section shows your approach to learning and the level of application demonstrated in the identified areas. You will see a tick ✓ in the relevant column.</i>				
Works cooperatively					
Works independently					
Is well prepared and brings equipment to class					
Completes homework and set tasks					

*A = Always, U = Usually, S = Sometimes, NI = Needs Improvement*

#### Comments And Recommendations

*In this section, your class teacher/s will make an honest appraisal of your performance, effort and achievements throughout the course.*

## General performance descriptors for grade levels

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

<b>A</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>B</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>C</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>D</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>E</b>	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 NESAs general performance descriptors, and provide a more complete description of typical performance in this course at each grade level.

## Applying the general 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.

## Learning profiles

For each report, teachers will give an overview of student application, attitude and work ethic. These include:

1. Respects teachers and peers
2. Works cooperatively
3. Works independently
4. Is well prepared and brings equipment to class
5. Completes homework and set tasks

Students need to pay close attention to this as it will give feedback on areas to focus on in order to achieve the best of their ability. Descriptors used here are: *Always, Usually, Sometimes, Need Improvement.*

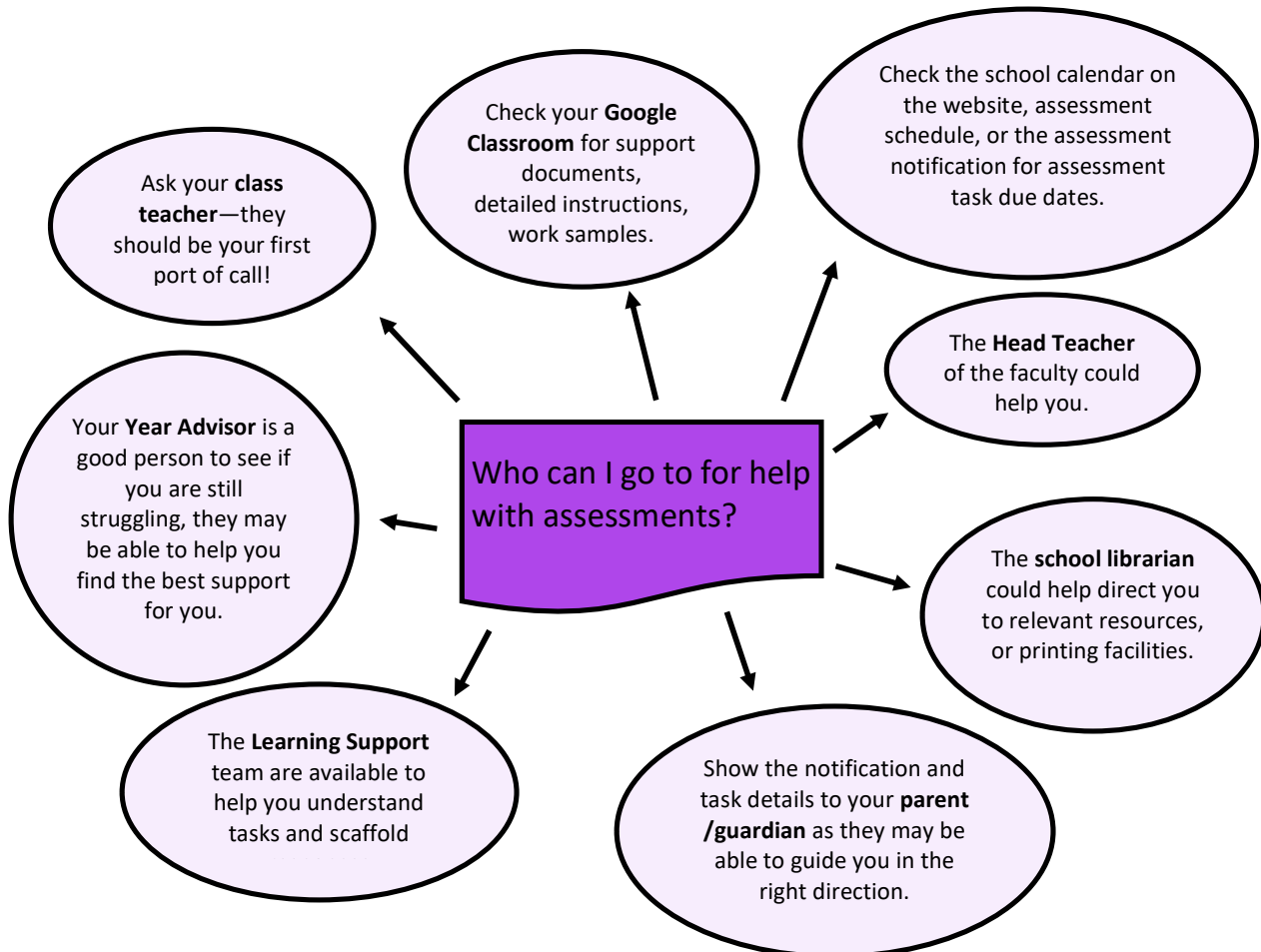
Teacher Comment:

Specific feedback written by the class teacher that indicates areas of strength, concerns and provides constructive ways to improve with particular skills and understanding. Implementing this feedback to future tasks could see improved progress in the course.

School Activities:

Our school believes active participation in experiences outside the classroom is very important and valuable for our students. Your report will acknowledge what you are doing outside the classroom. This may include involvement in student leadership roles, school sport, agricultural programs, state representation, zone and regional sport, extracurricular CAPA, peer support, and school productions.

## Finding Assistance



# 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		

**Term 3**

<b>WEEK</b>	<b>TASKS TO COMPLETE</b>	<b>DATE DUE</b>
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

**Term 4**

<b>WEEK</b>	<b>TASKS TO COMPLETE</b>	<b>DATE DUE</b>
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

## Assessment Schedules

### 2024 Year 7 Assessment Schedules

Mandatory Stage 4 Courses	
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Mathematics	Page 16
Music	Page 17
PDHPE	Page 18
Science	Page 19
Technology Mandatory	Page 20
Visual Art	Page 21

Additional Stage 4 Courses	
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Performance Studies - Drama	Page 22
STEM	Page 23

## 2024 Year 7 English

The Year 7 English course provides students with opportunities to extend their skills in reading, writing, speaking, and listening by responding critically and imaginatively. By engaging with a wide range of texts from a variety of cultures and media, students the deepen their understanding of the way textual concepts, such as perspective and genre, are incorporated in texts. Students compose a wide range of texts to shape meaning for a variety of purposes, audiences, and contexts, using varying technologies to respond imaginatively and critically. 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
<b>Sem 1</b>	'Moved by Words' – Study of Poetry Part A - Reading and comprehension poetry quiz (25%) Part B - 'My Best Work' in-class poetry anthology (25%)	1, 3	50%	T1 Pt A Wk7 Pt B Wk9
<b>Sem 1</b>	Cultural Stories Creative and Reflection Writing	1, 2	50%	T2 Wk4

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
<b>Sem 2</b>	Close Study of a Novel Introduction to Essay Writing	1	20%	T3 Wk2
<b>Sem 2</b>	From Page to Screen Multimodal Presentation	3	40%	T3, Wk8
<b>Sem 2</b>	Stand up for What You Believe in In-class Examination – Persuasive Response	2	40%	T4 Wk4

Semester 1	Semester 2
<ol style="list-style-type: none"> <li>1. Read increasingly complex texts for understanding, interpretation, critical analysis, and pleasure.</li> <li>2. Write increasingly sophisticated and sustained texts to communicate accurately, imaginatively, creatively, and critically for audience, purpose, and context.</li> <li>3. Use the language modes of speaking, listening, and viewing and representing for responding to and composing a wide range of texts in different formats and technologies.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read increasingly complex texts for understanding, interpretation, critical analysis, and pleasure.</li> <li>2. Write increasingly sophisticated and sustained texts to communicate accurately, imaginatively, creatively, and critically for audience, purpose, and context.</li> <li>3. Use the language modes of speaking, listening, and viewing and representing for responding to and composing a wide range of texts in different formats and technologies.</li> </ol>

# 2024 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. Landscapes and Landforms
2. Place and Liveability

## Topic 1: 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.

## Topic 2: 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.

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

## Report Outcomes

### Semester 1

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.



# 2024 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 three Depth Studies.

- Depth Study 1 *Investigating the Ancient Past (including ancient Australia)*
- Depth Study 2 *The Mediterranean World – Rome*
- Depth Study 3 *The Asian World - Asia*

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 2	Research assignment - historical investigation using primary and secondary sources	3, 6, 10	50	T3 Wk9
2 Sem 2	Final examination	2, 6, 9	50	T4 Wk3

## Report Outcomes

### Semester 2

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.

# 2024 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	Due Date
1 Sem 1	In class examination on topics: Directed numbers and number plane Properties of integers	1,2	50	T1 Wk7
2 Sem 1	In class examination on topics: Fractions and Decimals Algebraic techniques	3, 4	50	T2 Wk5
3 Sem 2	In class examination on topics: Linear relationships Angles Equations Geometrical figures	5, 6,7	50	T3 Wk7
4 Sem 2	In Class examination on topics: Decimals Perimeter, Area and Volume	3,8	50	T4 Wk3

## Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> <li>1. Compares, orders, and calculates with integers to solve problems.</li> <li>2. Operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws.</li> <li>3. Represents and operates with fractions, decimals, and percentages to solve problems.</li> <li>4. Generalises number properties to operate with algebraic expressions including expansion and factorisation</li> </ol>	<ol style="list-style-type: none"> <li>5. Creates and displays number patterns and finds graphical solutions to problems involving linear relationships.</li> <li>6. Applies angle relationships to solve problems, including those related to transversals on sets of parallel lines.</li> <li>7. Solves linear equations and simple quadratic equations.</li> <li>8. Applies knowledge of perimeter, area, and volume for a variety of shapes to solve problems.</li> </ol>

# 2024 Year 7 Music

## Semester 1 - 2

Students are introduced to high school performance, composition, and analysis through 4 engaging terms of mixed instrument topics. Hands on experiences are a key strategy for meaningful learning, and these include song writing, rehearsing as part of an ensemble, learning new repertoire, and practising music across variety of instruments. Teamwork, leadership, aural listening skills, literacy, numeracy, and self-expression are all developed throughout the course with an aim to strengthen and prepare students for year 8 music. Assessment tasks combine weekly work with final products in order to create meaningful assessment experiences.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1	Performance	4.1, 4.3	40%	T1 Wk6
2 Sem 1	Musicology Research	4.9, 4.11	60%	T2 Wk4
<b>Semester 2</b>				
3 Sem 2	Composition	4.4, 4.5	40%	T3 Wk4
4 Sem 2	Yearly Exam	4.7, 4.8	60%	T4 Wk3

## Report Outcomes

Semester 1	Semester 2
4.1 Performs in a range of musical styles demonstrating an understanding of musical concepts.	4.4 Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging, and composing.
4.3 Performs music demonstrating solo and/or ensemble awareness.	4.5 Notates compositions using traditional and/or non-traditional notation.
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.	4.7 Demonstrates an understanding of the musical concepts through listening, observing, responding, discriminating, analysing, discussing, and recording musical ideas.
4.11 Demonstrates an appreciation, tolerance, and respect for the aesthetic value of music as an artform.	4.8 Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire.

## 2024 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	Portfolio of In Class Tasks on Safety	1 & 2	50	T2 Wk2
2 Sem 1	Cumulative Skill Application, Effort and Knowledge of Invasion Games	3 & 4	50	Throughout Semester 1
3 Sem 2	Cumulative Skill Application, Effort and Knowledge of Striking Games	5 & 6	50	Throughout Semester 2
4 Sem 2	Yearly Examination	7 & 8	50	T4, Wks 1-2

### Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> <li>1. Examines and evaluates strategies to manage current and future challenges.</li> <li>2. Recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity.</li> <li>3. Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.</li> <li>4. Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts.</li> </ol>	<ol style="list-style-type: none"> <li>5. Transfers and adapts solutions to complex movement challenges</li> <li>6. Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.</li> <li>7. Investigates effective strategies to promote inclusivity, equality and respectful relationships</li> <li>8. Examines and demonstrates the role help seeking strategies and behaviours play in supporting themselves and others.</li> </ol>

# 2024 Year 7 Science

## Semester 1

During semester one, Year 7 Science students study the topics How Scientists Work, Matter and Chemical World. Assessment and outcomes reflect student performance in these focus areas in both the theoretical and skills domain.

## Semester 2

During semester two, 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	Classwork	1, 2, 3	40	T1 Wk8
2 Sem 1	Practical Task	1, 2	30	T1 Wk9
3 Sem 1	Semester 1 Topic Test	3, 4, 5	30	T2 Wk5
3 Sem 2	Cell model	1, 2	40	T3 Wk7
4 Sem 2	Semester 2 examination	3, 4, 5	60	T4 Wk3

## Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> <li>Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively.</li> <li>Processes, analyses, and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.</li> <li>Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions, and representations.</li> <li>Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles.</li> <li>Explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life.</li> </ol>	<ol style="list-style-type: none"> <li>Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.</li> <li>Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions, and representations.</li> <li>Describes the action of unbalanced forces in everyday situations.</li> <li>Describes the dynamic nature of models, theories, and laws in developing scientific understanding.</li> <li>Relates the structure and function of living things to their classification, survival, and reproduction.</li> </ol>

## 2024 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 1 – Written Portfolio and Product	1, 2	100	T2 Wk 4
2 Sem 2	Project 2 – Written Portfolio and Product	1, 2	100	T3 Wk 7

### Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> <li>1. Designs, communicates, and evaluates innovative ideas and creative solutions to authentic problems or opportunities.</li> <li>2. Plans and manages the production of designed solutions. Selects, maintains, and appropriately uses hardware for a range of tasks.</li> </ol>	<ol style="list-style-type: none"> <li>1. Designs, communicates, and evaluates innovative ideas and creative solutions to authentic problems or opportunities.</li> <li>2. Plans and manages the production of designed solutions. Selects, maintains, and appropriately uses hardware for a range of tasks.</li> </ol>

## 2024 Year 7 Visual Arts

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.

Report marks will be comprised of:

60% Artmaking

40% Art History and Criticism

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1	Conceptual – Assignment ‘Interview’	3	15	Term 1 Week 7 (Worked on in class)
2 Sem 1	Practice – VAPD & Making	1 & 2	35	Ongoing
3 Sem 2	Conceptual – Written ‘Art Analysis’	3	15	Term 3/4 (last week of T3 or first week of T4)
4 Sem 2	Practice – VAPD & Making	1 & 2	35	Ongoing

### Report Outcomes

#### Semesters 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.

## 2024 Year 7 Performance Studies - Dance

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

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1-2	Research task on a specific dance style	3	40	T 2/4 Wk 2
2 Sem 1-2	Performance of a dance	1, 2	60	T2/4 Ongoing

### Report Outcomes

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.

## 2024 Year 7 Performance Studies - Drama

Performance Studies encourages a cooperative approach to exploring the world through a creative process. In Drama 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	Semester Weighting	Due Date
Sem 1-2	Elements of Drama – Workshops and Theory	1, 2	50	T 2/4 Wk 2
Sem 1-2	Group devised piece – Performance	3	50	T2/4 Ongoing

### Report Outcomes

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



## 2024 Year 7 STEM

STEM learning supports students in the development of skills and abilities to critically think, problem solve and through investigation and experimentation develop, design, and produce authentic solutions. Develop 21st Century skills and general capabilities such as communication, collaboration, problem-solving, self-evaluation, ICT, critical and creative thinking, personal and social capability.

**Semester 1** – Year 7 students learn the fundamentals of design thinking, scientific investigation and mathematical evaluation and apply these to practical projects individually and in a team.

**Semester 2** – Year 7 students will extend their skills and apply them in more challenging projects both in teams and individually.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1	Individual STEM design thinking quizzes	1, 2	20%	T1 Wk10
2 Sem 1	Team STEM practical project and digital portfolio	1, 2, 3	80%	T2 Wk4
3 Sem 2	Individual practical project and portfolio	1, 2, 3	100%	T3 Wk8

### Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> <li>1. Collaboratively and individually produces a plan to investigate questions and problems using design and scientific methods.</li> <li>2. Applies appropriate mathematical techniques to solve problems</li> <li>3. Generates and communicates creative design ideas and solutions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describes and follows scientific methods to develop valid solutions to STEM problems.</li> <li>2. Develops skills in using mathematical and graphical methods.</li> <li>3. Generates and communicates creative design ideas and solutions</li> </ol>