



*Respect Responsibility Success*

# Junior Assessment Handbook - 2020



*An assessment handbook for parents / carers and students at*

*Hunter Sports High School in Year 7*



Dear Parents/Carers and Students of Year 7,

The Year 7 Assessment Handbook is provided to assist you and your child with the planning of assessment tasks which will take place throughout the year.

This handbook includes the Hunter Sports High School Assessment Policy and an outline of assessment tasks and their due dates as well.

At Hunter Sports High School, we value student assessment and see students learning being rewarded for their sustained efforts in the classroom and with their studies. We place high expectations on student learning and they will be assessed in a variety of ways. In 2020, our school is placing a strong emphasis on Formative Assessment approaches which is the ongoing process of gathering information about what a student knows, understands and is able to do. This is used by both the teachers and students to determine where they are in their learning and how to achieve their best outcomes.

Students are accountable to submit assessable tasks by the due date unless unforeseen circumstances occur. This is where students and their families need to follow the Hunter Sports High School Assessment procedures to ensure their learning is the priority and they have every chance to complete the task to the best of their academic ability.

# Introduction

This Assessment Handbook provides Year 7 students with information about the procedures relating to Assessment. Students and parents are advised to read the booklet closely in conjunction with the policies and procedures from NESAs. The following teachers are able to assist students and parents with issues about assessment relating to their Key Learning Area (KLA).

## Deputy Principal

Mr Nicholas Davies

## Year 7 Adviser

Mrs Kellie Rose

## Faculty Head Teachers

Big Picture	- Ms Nicole Ladas
CAPAL	- Mrs Natasha Knight
English	- Ms Katarina Lindstrom
HSIE	- Mr Michael Harrison
Mathematics	- Mr Sean Love PDHPE -
PD/H/PE	- Miss Ashley Wilson
Science	- Mrs Janine McKenzie
Support	- Ms Melinda Workman
TAS	- Ms Karen Hines

## 2020 TERM DATES - Students

**Term 1 commences**..... Tuesday 29<sup>th</sup> January

**Term 1 concludes** ..... Thursday 9<sup>th</sup> April (11 weeks)

**Term 2 commences**..... Tuesday 28<sup>th</sup> April

**Term 2 concludes** ..... Friday 3<sup>rd</sup> July (10 weeks)

**Term 3 commences**..... Tuesday 21<sup>st</sup> July

**Term 3 concludes** ..... Friday 25<sup>th</sup> September (10 weeks)

**Term 4 commences** ..... Monday 12<sup>th</sup> October

**Term 4 concludes**..... Wednesday 16<sup>th</sup> December (10 weeks)

## NESA Requirement for the Record of School Achievement

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC). It is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

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: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- Mathematics: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- Science: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- Human Society and its Environment: Our syllabus must be studied substantially throughout Years 7–10. 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: Our Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.
- Creative Arts: Two hundred hours to be completed, consisting of our 100-hour mandatory courses in each of Visual Arts and Music.
- Personal Development, Health and Physical Education: Our mandatory 300-hour course to be completed. This integrated course is to be studied in each of Years 7–10.

More information can be found at

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

# Assessment

## Types of Assessment

Assessment is a process of gathering information about student achievement at various stages in a course. At Hunter Sports High School, we use a variety of assessment strategies to assess performance across a range of syllabus outcomes. The nature of tasks varies within and across courses – they include assignments, projects, fieldwork and reports, oral presentations, tests and examinations, portfolios, practical investigations, long term pieces of work and performances. Students may participate in a variety of formal and informal assessment tasks of an ongoing nature (journals, portfolios, bookwork, and classwork) in a calendar year.

## Formative Assessment

Formative assessment (sometimes referred to as ***assessment for learning*** or ***assessment as learning***) involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. It usually occurs throughout the teaching and learning process to clarify student learning and understanding. It also encourages students as their own assessors. 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 information for new learning.

## Summative Assessment

Summative assessment assists teachers in using evidence of student learning to assess achievement against outcomes and standards. It usually occurs at defined key points or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

## The General Capabilities



The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century. They encompass knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances.

All students in year 7 will be assessed alongside the capabilities, which will be addressed through the content of the learning areas.

## Grading

Grading student achievement is the process of assigning a letter to summarise the level of a student's achievement in a course.

The grading system is concerned with describing the student's achievement at the end of each course in each year, using A to E. 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. Earlier performance in a course should be used only as a means of increasing the accuracy of the final assessment.

Teachers will use their professional judgement in applying the Course Performance Descriptors to determine a student's final grades. They describe the main features of a typical student's performance at each level of achievement measured against the syllabus objectives and outcomes for that course.

GRADE	COMMON GRADE SCALE
<b>A</b>	The student demonstrates an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
<b>B</b>	The student demonstrates a thorough knowledge and understanding of the course content and competence in processes and skills of the course. In addition, the student is able to apply their knowledge and skills to most new 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..

## Nature and Notification of Tasks

Students will receive a minimum of 2 weeks' notice for each assessment task. For summative style tasks, they will sign for their assessment tasks on the notification register. Notification of assessment tasks will be communicated to the student in writing and include: For each task, you will be informed of:

- the scope of each task e.g. Probability in Mathematics (General)
- the form the task will take e.g. 10 short answer questions
- the proposed timing and duration of the task e.g. Tuesday 24 May, periods 2 and 3, 60 minutes
- the weighting allocated to the task e.g. 15% and component weightings e.g. knowledge 5% and skills 10%
- the outcomes being assessed
- the marking criteria
- any additional details (e.g. students will require calculators)

## Submission of Tasks

Tasks should be handed in to the classroom teacher at the time and method notified by the teacher. This may include electronic submission by email, Google Apps for Education or any other technologically based platforms. If the teacher is absent or unavailable, then the task is to be submitted to the Head Teacher of the faculty involved, or, in cases where that is not possible, the Deputy Principal. All Tasks should be submitted with your name and the task heading clearly displayed. **If a task is not submitted by the due date on the task notification without a completed Misadventure Form, the student will forfeit 20% of the allocated mark per day for three days (a weekend constitutes one day). If the task is submitted after three days students are still required to submit the task and will receive 40% of their mark for assessment purposes. Students will have to complete their task in the Deputy support lesson held at lunchtime if task is not submitted by the due date.**

## Students Absent from Tasks - Illness or Misadventure

Students absent from tasks/or absent from school the day a task is due (including school sanctioned events e.g. representation at sporting events, camps, in the event of illness or misadventure etc.) should submit a Misadventure Form

***A misadventure is an unavoidable personal circumstance that makes it impossible for you to attend an assessment. Such circumstances do not include family holidays or social engagements.***

### Illness

You are expected to attend all class lessons the day an assessment task is to be conducted, or due for submission. If you fail to complete or submit an assessment task through absence or illness, then you must:

- Contact your Teacher or Head Teacher as soon as possible. Telephone if the absence is to be more than 2 days. Otherwise inform your teacher on the day of your return to school. In cases where a task has been in preparation for some time, the "working notes" of the task must be presented at this time.
- Collect a Misadventure Form from the Deputy Principal on the first day that you return to school.
- Complete the task on the first day or first subject specific period back from absence.
- Submit a Misadventure Form, with either Doctor's Certificate or Statutory Declaration attached, to the relevant **Deputy Principal within three school days** of when you return to school. In cases of prolonged absence have someone else present the certificate and form for you.
- Doctor's Certificates are to be obtained the day of the absence, or prior. Provide as much detail as possible to support your case. The Assessment Committee will review each case to determine what penalty, if any will be applied.

### Misadventures

If you complete an assessment task but consider your performance has been affected by misadventure immediately prior to or during the task you must also speak with your class teacher and complete a Misadventure by submitting a Change of Circumstance Form for consideration by the Committee, within the same time-frame as previously detailed.



## Student Responsibilities

- Students are expected to submit all assessment task by the due date listed on the notification sheet.
- Students who are unable to submit or complete the task on or by the due date are to complete and submit to their deputy principal an orange misadventure form

- Students who do not submit a task will be required to complete the task during lunchtime, supervised in the innovation centre. Students are to report to the innovation centre when notified by the Head Teacher of the subject.
- Students will lose 20% of their allocated mark for three days up to a total loss of 60%. At this point students will receive 40% of the mark awarded or achieved by the student for the task.

### Malpractice / Plagiarism / Cheating

Malpractice, or cheating, is “dishonest behaviour by a student that gives them an unfair advantage over others”. Any form of dishonesty in completing an assessment task, such as cheating, assisting someone to cheat or plagiarising (using other people’s work without acknowledgement) will be referred to the Head Teacher and may result in **no marks** being recorded.

Plagiarism is the presenting of the words and ideas of others as if they were your own. It includes copying sections from books, articles (and other print material), CD ROMs & websites (and other electronic material), without indicating a quotation and acknowledging the author. Paraphrasing (changing a passage into your own words) is also plagiarism when the author of the original works is not acknowledged. Copying from other students and presenting it as your own is also plagiarism. A guide on how to reference material is provided in this booklet.

### Appeals

Concerns may arise from time to time about aspects of a course. It may be about resources, facilities, another person, an assessment task or an assessment result. The concern could be about an act, missing information, a situation or a decision. If a student feels something is unfair, discriminatory or unjustified, they should see the Teacher or Head Teacher within two days of receiving their task back.

### Writing a Bibliography

**What is a Bibliography?** A list of everything you have read in researching your essay or assignment - not only the items you refer to in the essay or assignment itself (includes texts, journal articles, electronic sources etc.).

**What is a reference list?** A list of all sources actually referenced in your assignment. You must reference when you quote from a text, or paraphrase or summarise someone else’s ideas.

**WHY REFERENCE?** Using someone else’s words, ideas, maps, diagrams etc. is PLAGIARISM – even if you have paraphrased or summarised them! You must acknowledge all sources.

References/bibliographies should be arranged alphabetically by the author. If no author is given, then by title.

**Books:** Author (surname followed by given name). (Year of publication). Title (Italics or underlined).



Edition (in parentheses if other than 1st). Place of publication: Publisher eg.

- Germov, John (2000). *Get great marks for your essays*. [2nd edition]. Sydney: Allen & Unwin.
- Johnson, David (2005). *The geology of Australia*. Cambridge: Cambridge University Press.

**Articles:** (magazines, newspapers or journals) Author (surname followed by given name). (Year of publication) Title of article. Name of journal, magazine or newspaper (underlined or in italics), Volume and/or issue, page numbers (inclusive). eg.

- Duffy, M. (2005, June 14). Squalls of dissent ruffle the wind harvester. *Sydney Morning Herald*. pp. News 7.
- Faulkner, C. (2005). Wallum froglet. *Nature Australia*, 28(5), pp. 22-23.
- Rhodes, R. (2005). Living with the bomb. *National Geographic*, 208(2), pp. 98-113.

**Videos, DVDS, CD-ROMS, Films:** Author. (Year of Publication). Title (edition).[Format]. Place: Publisher/Production Company. eg

- Skull, J. (2000). Know what's what in travel & tourism. [CD-ROM].
- Marino, S. Aust.: Elbrook. Williams, Gerri (2002). Under my skin. [VHS]. Sydney: ABC.

**Internet:** Surname, Initials (or author or editor), Year. Title [online]. (Edition). Place of publication: Publisher (if ascertainable). URL. Accessed/Retrieved date. eg.

- Carmichael, E. (2001). Module 2: writing assignments at university. Early Childhood Education Self-study [on-line] <http://sites.uws.edu/learning/earlychildhood/mod2.htm>. Accessed: Sept 13, 2005.
- Holland, M. (2004). Guide to citing Internet sources [online]. Poole: Bournemouth University [http://www.bournemouth.ac.uk/library/using/guide\\_to\\_citing\\_internet\\_sourc.html](http://www.bournemouth.ac.uk/library/using/guide_to_citing_internet_sourc.html).



Respect Responsibility Success

## Hunter Sports High School

### APPLICATION FOR MISADVENTURE

Assessment tasks are a compulsory and necessary component of the school curriculum in all years of schooling. Absence from an assessable task could be an indication of a student's non-serious attempt, placing at risk the award of the Record of School Achievement or the Higher School Certificate. It is the responsibility of a student who fails to submit an assessable task to make proper application for consideration under the **published rules of the Assessment Procedures**.

An application for misadventure form is to be completed **ONE** week prior to absence or if situation is unforeseen, collected on the first day the student returns to school and completed within 3 school days.

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

Task: \_\_\_\_\_ Subject: \_\_\_\_\_

Due Date: \_\_\_\_\_

Year Group (please circle): Year 7-10      Year 11      Year 12

#### **CIRCUMSTANCES (Tick a box):**

- ☐ Illness/Misadventure      ☐ School Business

#### **SUPPORTING DOCUMENTATION**

Reason for missing assessment task or application for extension:

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Doctors Certificate Attached: **YES/NO** (Doctors Certificate **MUST** be attached to the form if the reason is **ILLNESS**)

Have you **ATTACHED** further documentation to support your application? **YES/NO**  
(This could include a **Statutory Declaration or Representation Form** detailing your circumstances)

Classroom Teacher Signature: \_\_\_\_\_ Head Teacher Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

Student needs to complete the task on the first day or first subject specific period back from absence.

- ☐ Has the task been completed? YES      NO: Date to be completed \_\_\_\_\_  
☐ Comment – *submission, format, alternative task, extension*

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*Students are responsible to collect a copy of the completed Misadventure Form from Deputy Principal.*

**OFFICE USE ONLY**

**Application for Misadventure Panel Decision**

- ☐ Head Teacher Determination
- ☐ Panel Determination

Has the student submitted supporting documentation to support absence **YES/NO**

Has the task been completed? **YES/NO**

**Outcome and Recommendation**

- ☐ Zero
- ☐ Estimate
- ☐ Alternative Task
- ☐ Other

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Deputy Principal: \_\_\_\_\_ Date: \_\_\_\_\_

## YEAR 7 SUBJECT ASSESSMENT SCHEDULE - 2020

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
1				
2				
3		English Portfolio Japanese E-Portfolio due PDHPE Task 1		English Portfolio Japanese E-portfolio
4		Geography E-Portfolio Material Technology Task 2 Case study Science EPortfolio	Science IRP	Geography E-Portfolio Material Technology Task 2 Case study  PDHPE Semester 2 E-Portfolio
5		English Task 2 Picture Book Material Technology - Content Reflection E-Portfolio (final) + Product 2 (progressive mark) Mathematics Task 2 Japanese Task 2 PDHPE Semester 1 Course work Visual Arts Task 2 Science it Does Matter		English Task 4 Reading and Writing Task  Science Keep it Seperated  Mathematics Task 4 English classwork and reflection
6		Digital Technology E-Portfolio: Game App Development (Final check-in) Task 2 App Game design pitch PDHPE Ongoing Practical Assessments Entered		Material Technology - Content Reflection E-Portfolio + Product 2 (progressive mark)  Visual Arts Task 4
7	Material Technology Task #1 Written Research		Material Technology Task 1 Written Research Project Real Life Hacks	Digital Technology E-Portfolio: Game App Development (Final check-in) + Task 2 App Game design pitch PDHPE Ongoing Practical Assessments Entered Project Real Multicultural Festival
8	Digital Technology – Task 1 Digital system comic strip Getting Scientific		Digital Technology – Task 1 Digital system comic strip	<b>Year 7 reports to HT</b>
9	Project Real EPortfolio	Project Real Exhibition	Geography Landscapes and Landforms task	
10	Geography Interconnections task		English Task 3 Critical Writing	

	<p>Digital Technology E-Portfolio: Game App Development (Check-in 1)</p> <p>Material Technology Content Reflection E-Portfolio (check-in 1) + Product 1</p> <p>Mathematics Task 1 Rubric due</p> <p>Japanese Task 1</p>		<p>Digital Technology E-Portfolio: Game App Development (Check-in 1)</p> <p>Material Technology Content Reflection E-Portfolio (check-in 1) + Product 1</p> <p>Mathematics Task 3 Rubric Japanese- Task 3 &amp; 4</p> <p>Visual Arts Task 3</p>	
11	<p>English Task 1 – Imaginative and Reflection</p> <p>Visual Arts Task 1</p>			

# Project Real

## Course Description

Project Real is a cross curriculum course which provides Rigorous, Engaging and Authentic Learning (REAL) experiences. Students work in an inquiry based learning model to develop the knowledge and skills relevant for an ever changing world. The course uses formative assessment to provide deep and meaningful feedback for students to apply and show improvement throughout each semester.

Semester 1			
Term	Unit of Work	Weighting %	Tasks
1	Am I Ready for School	25%	E-Portfolio
2	Where will my digital footprint take me?	25%	Exhibition
1&2	Coursework	50%	EPortfolio

## Content Overview

**Mission 1: Am I Ready for School** - This is a short unit designed to introduce you to some of the skills you will need for the rest of the year, as well as discover how you like to learn. You will also set up your E-Portfolio

**Mission 2: Where will my digital footprint take me?** - This unit of work is designed to help you discover and learn the impact of your digital footprint through social media can have on your future careers and lives. You will create a resource to teach year 5&6 students the importance of responsible social media use.

Semester 2			
Term	Unit of Work	Weighting %	Task
3	Newcastle 2040 – what’s my life hack?	25%	Life Hacks
4	Natsu Matsuri – Multicultural Festival	25%	Multicultural Festival
3&4	Coursework	50%	EPortfolio

## Content Overview

**Mission 3: Newcastle 2040 – What’s my life hack?** How often do you think about the environment? In this unit you will design and develop “life hacks” which can be used to improve the environment either through recycling, reuse or up cycling.

**Mission 4: Natsu Matsuri – Multicultural Festival** - This unit will involve designing and running a multicultural festival here at HSHS. You will work in TEAMS and SCRUMS to create a festival which celebrates Japanese culture and other Asian perspectives

# English

**KLA:** English

**Head Teacher:** N. Roberts

**Year Group:** Year 7

## Course Description

The study of English aims to develop students' knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators.

Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive and critical texts with clarity and accuracy for a range of purposes and audiences. Students engage with and explore literature of past and contemporary societies, as well as a range of spoken, visual, media and multimedia texts.

Semester 1			
Term	Unit of Work	Weighting %	Tasks
1 and 2	Land of Confusion(T1) Picture This (T2)	50%	Content Reflection E-Portfolio (Course Work)
1	Land of Confusion	25%	Submission of edited piece of imaginative writing and a writer's reflection.
2	Animate Me	25%	Picture Book and Fable.

## Content Overview

In Semester One, Year 7 will look at a variety of texts in Term One with a sustainability focus. Students will read poetry, short stories, newspaper articles and speeches in order to build their ability to identify the main idea and make connections between themselves, the world and other texts. They will then look at visual literacy with a focus on Picture Books, Fables and write their own Fable in the picture book format. Throughout Semester 1 students will compile their class work into a portfolio which will be graded using both the general capabilities and the literacy progressions.

Semester 2			
Term	Unit of Work	Weighting %	Tasks
3 and 4	Picture This (T3) Animate Me (T4)	50%	Content Reflection Regularly submitted classwork via Google Classroom
3	Picture This	25%	Analytical Response
4	The Hero's Journey	25%	Reading and Writing Assessment

## Content Overview

In Semester 2, Year 7 will analyse how picture books are constructed, with a focus on visual literacy. Students will respond to analysis question using modelled techniques to create an extended response. Students will then undertake a novel study through the lens of the hero's journey. Throughout Semester 2 students will regularly submit their class work into their Google Classroom. These work samples will be graded using both the general capabilities and the literacy progressions.



# Geography

**KLA:** HSIE

**Head Teacher:** Mr. Harrison

**Year Group:** 7

**Course Description:** Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

Semester 1			
Term	Unit of Work	Weighting %	Tasks
1 & 2	Interconnections and Water in the World	50%	Content Reflection E-Portfolio
	Interconnections	50%	1. Characteristics of a tourist destination 2. Impacts of tourism 3. Sustainable management strategies

## Content Overview

During Term 1, students focus on the connections people have to places across a range of scales. They examine what shapes people's perceptions of places and how this influences their connections to places. Students explore how transport, information and communication technologies and trade link people to many places. They explain the effects of human activities, such as production, recreation and travel, on places and environments in Australia and across the world and investigate sustainability initiatives and possible futures for these places.

During Term 2, Students examine water as a resource and the factors influencing water flows and availability of water resources in different places. They investigate the nature of water scarcity and assess ways of overcoming it. Students discuss variations in people's perceptions about the value of water and the need for sustainable water management. Students also investigate processes that continue to shape the environment including an atmospheric or hydrologic hazard.

Semester 2			
Term	Unit of Work	Weighting %	Tasks
3 & 4	Landscapes and Landforms & Place and Liveability	50%	Content Reflection E-Portfolio
	Landscapes and Landforms	50%	1. Processes that form and transform landforms 2. Historical use of landforms 3. Human impacts on landforms 4. Protection of landforms

## Content Overview

During Term 3, 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 value of landscapes and landforms to different people. Students examine issues of landscape degradation and ways to manage and protect landscapes and landforms. Students also investigate a natural hazard associated with landscapes and people's responses to that hazard.

During Term 4, 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.

# Japanese

**KLA:** Languages

**Head Teacher:**

**Year Group:** 7

## Course Description:

The study of Japanese provides access to the language and culture of one of the global community's most technologically advanced societies and economies. Students engage with elements of modern Japan, including popular culture such as *anime*, *manga*, music and fashion, as well as with the rich cultural tradition of this part of Asia. Students develop an appreciation for the place of Australia within the Asia region, including the interconnections of languages and cultures, peoples and communities, histories and economies.

Semester 1			
Term	Unit of Work	Weighting %	Tasks
1 & 2	All About Me, Japan, Pets	50%	Content Reflection E-Portfolio
	All About Me, Pets	50%	Speaking, Reading and Writing Task

## Content Overview:

Students will learn to introduce themselves in preparation for a real or virtual visit by Japanese students. They will also experiment with making language choices based on politeness, such as simple greetings, getting to know you questions or phrases to express thanks.

Semester 2			
Term	Unit of Work	Weighting %	Tasks
3 & 4	Holidays	50%	Content Reflection E-Portfolio
	Holidays, Food	50%	Listening, Responding and Writing Task

## Content Overview:

In this unit students will learn about verbs in Japanese and how to conjugate the verb to create the past tense. Students will use these verbs to recount a holiday (real or imaginary). Students will also learn how to ask and tell the time as well as ask and say what the weather is like. Students will also learn how to express which foods they like and dislike.

# Mathematics

**KLA:** Mathematics

**Head Teacher:** S. Love

**Year Group:** 7

## Course Description:

Students work through a succession of units, each linked to a specific Mathematical strand: Number and Algebra, Measurement and Geometry and Statistics and Probability. Each unit, students are issued a rubric of activities involving formative and summative tasks and keep a portfolio of learning.

Semester 1			
Term	Unit of Work	Weighting %	Tasks
1	Strands Assessed: <b>Numbers</b> (Number and Algebra)	50%	Rubric of Activities involving: Online Task Portfolio of Work Evidence of Working Mathematically Self-Reflection
2	Strands Assessed: <b>Algebra</b> (Number and Algebra)	50%	Rubric of Activities involving: Online Task Portfolio of Work Evidence of Working Mathematically Self-Reflection

Semester 2			
Term	Unit of Work	Weighting %	Tasks
3	Strands Assessed: Measurement and Geometry	50%	Rubric of Activities involving: Online Task Portfolio of Work Evidence of Working Mathematically Self-Reflection
4	Strands Assessed: Statistics and Probability	50%	Rubric of Activities involving: Online Task Portfolio of Work Evidence of Working Mathematically Self-Reflection

## Content Overview:

**Strand:** Number and Algebra.

**Concepts involved:** Integers, Whole Numbers, Fractions, Decimals and Percentages, Algebra and Equations, The Number Plane, Rates, Ratio and Time

**Strand:** Measurement and Geometry.

**Concepts involved:** Angles, Geometry

**Strand:** Statistics and Probability

**Concepts involved:** Analysing Data, Probability

# Personal Development, Health and Physical Education

**KLA:** PDHPE

**Head Teacher:** Miss Wilson

**Year Group:** 7

## Course Description:

PDHPE is split up into 2 distinct areas. In the health and personal development or theory component of this course, students will investigate the nature and source of change as well as the impact of relationships on health. They will refine and demonstrate skills to communicate effectively and develop positive relationships. In practical lessons, students will work cooperatively with others and engage in various contexts to demonstrate teamwork and movement skills.

Semester 1			
Term	Unit of Work	Weighting %	Tasks
2 Week 3	Me and my changing world relationships	30%	Content Reflection Challenge support initiative task
Term 1 and 2	Me and my changing world relationships	20%	Course work
1 & 2	Fundamentals, Fit 4 Life and Athletics	50%	Formative assessment of practical unit learning intentions

## Content Overview:

### Theory Units:

Me and my changing world- looks at sources of change, transition and challenge and strategies to deal

Relationships- looks at important relationships in a young person's life and the skills needed to maintain equal and respectful relationships

### Practical Units:

Fundamentals- Students engage in the development of fundamental cooperative and movement skills for physical activity

Fit 4 Life- students participate in activities that aim to develop components of fitness in fun and engaging ways

Athletics- Students will develop the basic knowledge and skills of athletics in order to prepare them and give them confidence to participate in the annual athletics carnival which happens at the end of the unit.

## Course Description

In Semester 2 students will investigate nutritional and physical activity health practices that influence and impact on health and wellbeing. They will also develop an understanding and appreciation for diversity and the importance of inclusion on individual and community health. In the practical component of this course, students will refine and utilise fundamental skills in a range of practical contexts and participate in different cultural games.

Semester 2			
Term	Unit of Work	Weighting %	Tasks
3 & 4	Lifelong Health Habits Same Same but difference	50%	Health E- Portfolio that includes Student nominated portfolio samples Content Reflection Teacher observation of course work
3 & 4	Gymnastics, Upskill Team Sports, Cultural games	50%	Formative assessment of practical unit learning intentions

## Content Overview

### Theory Units:

Lifelong health habits- Students investigate the impact of physical activity and nutritional practices on health

Same Same but difference- students develop an understanding of diversity and the importance of valuing diversity and challenging discrimination

### Practical Units:

Gymnastics- students participate in gymnastics activities in order to develop basic skill, body control and awareness.

Upskill Team Sports- students participate in a range of traditional games and develop skills to enable them to successfully participate in team sports.

Cultural Games- Students participate in a range of indigenous and Asian games and learn about the cultural significance these activities

## Science

**KLA:** Science

**Head Teacher:** Mrs McKenzie

**Year Group:** 7

### Course Description:

Science develops students' skills, knowledge and understanding in explaining and making sense of the biological, physical and technological world. Through applying the processes of Working Scientifically students develop understanding of the importance of scientific evidence in enabling them as individuals and as part of the community to make informed, responsible decisions about the use and influence of science and technology on their lives.

Semester 1			
Term	Unit of Work	Weighting %	Tasks
1 & 2	1. Getting Scientific 2. It does matter! 3. Forces	50%	Content Reflection E-Portfolio
1	Getting Scientific	25%	Scientific Skills Stations
2	It does matter!	25%	Critical Analysis

### Content Overview:

Semester 1 provides students with the opportunity to develop confidence and understanding about safely working in a laboratory and to plan and development investigations following the scientific method. They will then consolidate skills as they explore the world around them by understanding the structure of matter and the interactions and impact of forces.

Semester 2			
Term	Unit of Work	Weighting %	Tasks
3 & 4	1. Student IRP 2. Cells: Natures Lego 3. Keep it Separated 4. It's Alive	50%	Content Reflection E-Portfolio
3	Student IRP	25%	Independent Research Project
4	Keep it Separated	25%	Critical Analysis

### Content Overview:

Semester 2 continues student understanding living things and the chemical world. Students will complete a scaffolded Independent research task where they will conduct an investigation and prepare an appropriate scientific report.

## Stage 4 - Technology Mandatory

**KLA:** TAS

**Head Teacher:** Mrs. Hines

**Year Group:** 7

### Course Description:

The study of Technology Mandatory in Years 7–8 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.

Semester 1 - Digital Technology			
Term	Unit of Work	Weighting %	Tasks
1 & 2	The Amazing Game	30%	Student design E-Portfolio: Game App Development
1 & 2	The Amazing Game	60%	Task 1 – Digital system comic strip Task 2 – App Game design pitch (feedback framework)
1 & 2	The Amazing Game	10%	Course work booklet

### Content Overview:

The Amazing Game – this unit of work is designed to develop an empowered attitude towards digital technologies, use abstractions to represent and decompose real-world problems, and implement and evaluate digital solutions. The unit is delivered across two terms, where students develop a comic strip and an app game, while developing their knowledge and skills in the design and production process.

Semester 2 - Material Technology			
Term	Unit of Work	Weighting %	Tasks
3 & 4	Timber & Metal Technology	30%	Content Reflection E-Portfolio
3 & 4	Timber & Metal Technology	20%	Task 1 – written research Task 2 – case study (feedback framework)
3 & 4	Timber & Metal Technology	50%	Product 1 Product 2

### Content Overview

The Material Technologies context focuses on the application of specialist skills and techniques to a broad range of traditional, contemporary and advancing materials. Students develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation and practical investigation, and when they make products to satisfy identified needs and opportunities. The unit is delivered across two terms, where students work with timber and metal, while developing their knowledge and skills in the design and production process.

**Please note that the units of work are delivered across two terms/one semester and will follow the order of classes timetabled in 2020**

# Visual Arts

**KLA:** Creative and Performing

**Head Teacher:** Mrs Knight

**Year Group:** 7

## Course Description:

Visual Arts fosters interest and enjoyment in the making and studying of art. Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds. In contemporary societies many kinds of knowledge are increasingly managed through imagery and visual codes and much of students' knowledge is acquired in this way. Visual Arts empowers students to engage in visual forms of communication.

Semester 1			
Term	Unit of Work	Weighting %	Tasks
1 & 2	Elements of Art Landscape	25% 25%	Visual Arts Process Diary Check-in 1 Check-in 2
1	Elements of Art	20%	Task 1 – BOW (Feedback framework)
2	Landscape	20% 10%	Task 2a – Research task Task 2b – BOW (Feedback framework)

## Content Overview:

In Term 1 students will be introduced to the Elements of Art; line, colour, texture, shape, form, tone, value. Through this, student will develop different 2D artmaking skills and techniques including pencil drawing techniques, watercolour painting and colour mixing. Students will learn to analyse artworks through the Structural Frame. In Term 2 students will build on their knowledge of two-dimensional artmaking techniques to create a landscape painting.

Semester 2			
Term	Unit of Work	Weighting %	Tasks
3 & 4	Ceramics Portraiture	25% 25%	Visual Arts Process Diary Check-in 3 Check-in 4
3	Ceramics	20% 10%	Task 3a – BOW Task 3b – Research Task (Feedback framework)
4	Portraiture	20%	Task 4 – BOW (Feedback framework)

## Content Overview:

In Semester 2 students will be introduced to the idea of sculpture in the round and explore the three-dimensional artmaking material clay. Students will learn about ceramics techniques and create their own sculpture. In Term 4 students will build on the drawing skills to create a portrait of a famous Australian.