

Year 7 Assessment Booklet

MAITLAND GROSSMANN HIGH SCHOOL

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YEAR 7 – 2023



1. The purpose of assessment	3
1.1 The key reasons for assessment.....	3
1.2 Outcomes based assessment	3
1.3 Assessment for learning	3
1.4 Assessment schedules and scope and sequences:.....	3
2. Assessment tasks.....	4
2.1 Procedural fairness.....	4
2.2 Submission of tasks	4
2.3 Late submission	4
2.4 Extensions	4
2.5 Malpractice	5
2.6 Student preparation of assessment tasks	5
3. Student responsibilities	5
4. Notification	5
5. Absence, illness & misadventure	6
6. Advice to students	6
Appendix A: Illness/Misadventure Appeal Form	7
Appendix B: Malpractice Appeal Form.....	8
School Planner	9
English - Year 7 Scope and Sequence	10
English – Year 7 Assessment Schedule	Error! Bookmark not defined.
Human Society and Its Environment - Year 7 S&S.....	12
Human Society and Its Environment - Year 7 Assessment Schedule	13
Mathematics - Year 7 Scope and Sequence.....	14
Mathematics - Year 7 Assessment Schedule	15
Music - Year 7 Scope and Sequence	16
Music - Year 7 Assessment Schedule	17
Science - Year 7 Scope and Sequence.....	18
Science – Year 7 Assessment Schedule.....	19
Technology Mandatory - Year 7 Scope and Sequence	20
Technology Mandatory - Year 7 Assessment Schedule	21
Visual Arts - Year 7 Scope and Sequence.....	22
Visual Arts - Year 7 Assessment Schedule	23

1. The purpose of assessment

Assessment is the process of identifying, gathering, and interpreting information about a student's learning.

1.1 The key reasons for assessment

- Support & monitor learning
- Diagnose student learning needs and support strategic interventions
- Evaluate the effectiveness of teaching & learning programs
- Inform the reporting process

1.2 Outcomes based assessment

All schools are required to deliver programs of study that comply with the requirements of the NSW Education Standards Authority (NESA) syllabuses (formerly BOSTES). More detailed information concerning each course and syllabus outcomes are available on the NESA website or use the following link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home/>

It is a requirement of the school assessment program that, for each course taught, schools establish a program of assessment tasks. These tasks are conducted throughout the year, and each task has a weighting which is used as a component of the reporting process.

School-based assessment tasks are linked to performance descriptors. The marking guidelines relate to specific course outcomes and the NESA performance standards.

1.3 Assessment for learning

Assessment **for** learning enables teachers to use information about students' knowledge, understanding and skills to inform teaching and provide feedback to students about their learning and how to improve.

Assessment **as** learning involves students in the learning process where they monitor their own progress, ask questions and practise skills. Students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals

Assessment **of** learning uses evidence of students learning to assess student achievement against learning goals and standards.

1.4 Assessment schedules and scope and sequences:

Within each subject the assessment schedule and scope and sequence will provide the following:

- Syllabus outcomes relevant to each topic
- Content being studied
- Timing of the individual assessment task (weeks / terms only)
- Weightings of each task

2. Assessment tasks

Assessment Tasks are mandatory for each course. Students are expected to apply themselves with diligence in order to satisfactorily meet course requirements.

A variety of assessment task styles- for example speaking, listening, reading, and writing are included in assessment programs to provide students with varied opportunities to demonstrate achievement of outcomes.

Students who indicate they are sick on the day of an assessment task should contact the subject Head Teacher to discuss whether the student should sit the task and to discuss the required documentation for non-completion

2.1 Procedural fairness

All faculties support student learning by adopting a consistent approach to assessment by ensuring that:

- All students receive two weeks' notice of an assessment task.
- All students sign for their official assessment notification.
- All students sign that they have submitted their assessment task.
- A parent/caregiver is notified within 14 days if a task has not been submitted by the due date.

2.2 Submission of tasks

Students are required to complete and submit mandatory assessment tasks on or before the due date.

Furthermore, students must:

- Make a serious attempt at all assessment tasks.
- Avoid any behaviour which disrupts other students during the completion of a task.
- Approach any task with honesty and avoid any malpractice including cheating or plagiarism.
- Submit work directly to the relevant teacher.
- Inform their teacher in advance if they know they will be absent for a task.
- Ask their teachers about any assessment tasks which may have been issued during any absence.

2.3 Late submission

Assessment Tasks submitted late, without prior arrangement, will lose marks. Penalties for late submission of tasks

Stage 4:

A penalty of **10% per day** (including weekend days) will be applied for the late submission of tasks. After 10 days, a zero mark will be awarded. Prior arrangement must be with the approval of the Head Teacher.

Stage 5

A penalty of **20% per day** (including weekend days) will be applied for the late submission of tasks. After 5 days, a zero mark will be awarded.

2.4 Extensions

If an extension of time is needed, the student must negotiate with the Classroom and Head Teacher of the course at least one week prior to the due date.

2.5 Malpractice

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

- Copying someone else's work in part or in whole, and presenting it as their own
- Using material directly from books, journals, cds or the internet without reference to the source
- Building on the ideas of another person without reference to the source
- Buying, stealing or borrowing another person's work and presenting it as their own
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non-approved aides during an assessment task
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice.

Where cheating is detected a mark of zero will be given for the task to each student involved.

2.6 Student preparation of assessment tasks

Our aim at MGHS is for all students to become responsible for their own learning. Parents / Carers are encouraged to assist in their students learning and establishing a regular home study / revision routine.

3. Student responsibilities

- Students are expected to complete ALL assessment tasks by the due dates and times specified.
- Where assessment tasks involve attendance at excursions, field studies etc, attendance is compulsory.
- All work submitted for assessment must be your own work. (See Malpractice above)
- It is each student's responsibility to be aware of assessment task dates for all courses and to organise a study schedule accordingly.
- Technology malfunction is not an acceptable excuse for non-submission of a task. If this occurs, students should submit the 'draft' of the task (labelled as such) to their teacher on the due date. Keep copies of all drafting so that your progress can be shown in the case of a computer/printer/technology USB malfunction.

4. Notification

Years 7-9 – All assessment tasks not submitted will result in an **Academic Warning Letter** being sent. Teachers are required to send one warning per task.

5. Absence, illness & misadventure

When a student is absent on the day when a task is due or an in-class assessment performed, and **the absence is known beforehand**, the student must make arrangements for the task to be submitted or completed **on or before** time.

A note from the parent/caregiver is required to explain the student's absence from an assessment task. Wherever possible, **this is required on the student's first day back at school**.

Where special consideration is required, the teacher, in consultation with the Head Teacher, may make arrangements which may include, but are not limited to:

- (i) completing the original task
- (ii) completing an alternate task

Examples of illness/ misadventure include (but not limited to):

- Bereavement
- Illness
- Family Leave
- School Representation for sports or academic pursuits
- Personal Issues

6. Advice to students

- ✓ Be positive and optimistic.
- ✓ Ensure that you are familiar with the sections of this assessment booklet relevant to your pattern of study.
- ✓ As an active learner who exercises self-regulation, take responsibility for managing your assessment schedule and meeting deadlines. The assessment for each term has been mapped out for you in the following pages. Use the summary and a diary or electronic calendar to help with your organisation.
- ✓ Keep a record of tasks completed for each subject so that, at any given time, you know exactly what proportion of your course assessment has been completed and how much remains.
- ✓ Seek feedback from teachers if you are unsure about what you need to do to improve and make further progress.
- ✓ Open communication helps to minimise misunderstanding and confusion. Communication regarding assessment tasks is managed by each faculty- the classroom teacher in the first instance, and then the Head Teacher of the subject concerned. If issues with your health and wellbeing are impacting upon your learning, contact your teachers and Year Advisers so that measures of guidance and support can be discussed.
- ✓ Inform your teacher if you know that you will be absent when a task is due and make alternative arrangements for the task to be submitted or completed on or before the due date.

Appendix A: Illness/Misadventure Appeal Form

ILLNESS & MISADVENTURE FORM

(Please complete the form and return to faculty head teacher or deputy principal for multiple tasks)

STUDENT TO COMPLETE	Student Name		Year	
	Subject / Course		Teacher	
	Today's Date		Due Date(s)	
	Nature of task (tick)	<input type="checkbox"/> In Class	<input type="checkbox"/> Hand in Task	<input type="checkbox"/> Formal Examination
	Task details:			
	Reason for appeal (tick)	<input type="checkbox"/> ILLNESS		<input type="checkbox"/> MISADVENTURE
	Explain how unforeseen illness or misadventure has prevented or will prevent you from submitting this task			
	Supporting evidence attached		<input type="checkbox"/> YES	<input type="checkbox"/> NO
Student Signature:		Date:		
Parent/Carer Signature:		Date:		

HEAD TEACHER	I have noted the above request and recommend the following action:			
Head Teacher Signature:		Date:		

DEPUTY PRINCIPAL	Result of appeal	<input type="checkbox"/> Upheld		<input type="checkbox"/> Declined	
	Comments:				
	Student advised (please sign):		Date:		
	Deputy signature:		Date:		
Sentral entry created, and document uploaded. Incident Number:					

Office Use: HT to consult with CRT; HT to submit appeal to DP; DP consults with review committee; DP informs HT and student of response. Original form uploaded to Sentral and placed in student file. Copy provided to Faculty HT for monitoring folder and one copy for the student.

APPEALS	Details of appeal:				
	Scheduled Meeting Date:				
	Result of Appeal	<input type="checkbox"/> Upheld		<input type="checkbox"/> Dismissed	
Signature:					

Appendix B: Malpractice Appeal Form

Please submit this appeal form (within 2 school days of HT decision) to the Deputy Principal

Step One: Appeal to Deputy Principal

Student Name: _____ Course: _____ Task: _____

Reason/s for Appeal: (Evidence provided to demonstrate student’s own work. Please attach additional evidence to this form as required)

For Office Use Only: Deputy Principal Decision

No change to HT decision: Reason/s:

Change to decision: Reason/s and decision outcome: Malpractice Register updated

HT Informed Student/Supervisor informed

Signed: _____ (Deputy Principal) Date: _____ (Deputy Principal)

Step Two: Appeal to Principal

Please attach/provide only new evidence to the Principal in relation to your appeal and your reasons for the appeal below:

For Office Use Only: Principal Decision

No change to DP decision: Reason/s:

Change to DP decision: Reason/s and decision outcome: Malpractice Register updated

DP and HT Informed Student/Supervisor informed

Principal Signature: _____ Date: _____

NSW Department of Education



School Planner 2023

Term one	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday
January	1	23	24	25	26	27	28/29
January / February	2	30	31	1	2	3	4/5
February	3	6	7	8	9	10	11/12
February	4	13	14	15	16	17	18/19
February	5	20	21	22	23	24	25/26
February / March	6	27	28	1	2	3	4/5
March	7	6	7	8	9	10	11/12
March	8	13	14	15	16	17	18/19
March	9	20	21	22	23	24	25/26
March / April	10	27	28	29	30	31	1/2
April	11	3	4	5	6	7	8/9

Term two	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday
April / May	1	24	25	26	27	28	29/30
May	2	1	2	3	4	5	6/7
May	3	8	9	10	11	12	13/14
May	4	15	16	17	18	19	20/21
May	5	22	23	24	25	26	27/28
May / June	6	29	30	31	1	2	3/4
June	7	5	6	7	8	9	10/11
June	8	12	13	14	15	16	17/18
June	9	19	20	21	22	23	24/25
June / July	10	26	27	28	29	30	1/2

Term three	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday
July	1	17	18	19	20	21	22/23
July	2	24	25	26	27	28	29/30
July / August	3	31	1	2	3	4	5/6
August	4	7	8	9	10	11	12/13
August	5	14	15	16	17	18	19/20
August	6	21	22	23	24	25	26/27
August / September	7	28	29	30	31	1	2/3
September	8	4	5	6	7	8	9/10
September	9	11	12	13	14	15	16/17
September	10	18	19	20	21	22	23/24

Term four	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday
October	1	9	10	11	12	13	14/15
October	2	16	17	18	19	20	21/22
October	3	23	24	25	26	27	28/29
October / November	4	30	31	1	2	3	4/5
November	5	6	7	8	9	10	11/12
November	6	13	14	15	16	17	18/19
November	7	20	21	22	23	24	25/26
November / December	8	27	28	29	30	1	2/3
December	9	4	5	6	7	8	9/10
December	10	11	12	13	14	15	16/17
December	11	18	19	20	21	22	23/24



Scan me for practical school tips!

To help your child get the most out of their school year and to explore our resources, check out our going to school hub at education.nsw.gov.au/going-to-school

English - Year 7 Scope and Sequence

	Week	Topic(s) Covered
Term 1	1	<p style="text-align: center;">“Picture This”</p> <p>Multiple texts (Non-fiction, Picture books, Visual Literacy) <i>Outcomes: EN4-1A, EN4-3B, EN4-6C, EN4-7D</i></p> <p style="text-align: center;">Week 4 - NAPLAN Bootcamp</p> <p><i>Outcomes: EN4-1A, EN4-4B, EN4-5C, EN4-6C, EN4-9E</i></p>
	2	
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Term 2	1	<p style="text-align: center;">“Fact into Fiction”</p> <p>Close Study of a Text – Novel focus on Reality and other Places <i>Outcomes: EN4-1A, EN4-4B, EN4-7D, EN4-8D, EN4-9E</i></p>
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Term 3	1	<p style="text-align: center;">“Hero’s Journey”</p> <p>Exploring the monomyth through film <i>Outcomes: EN4-1A, EN4-2A, EN4-3B, EN4-5C, EN4-6C, EN4-7D</i></p>
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	10	
Term 4	1	<p style="text-align: center;">“The Play’s the Thing”</p> <p>Introduction of Drama including Shakespeare <i>Outcomes: EN4-3B, EN4-5C, EN4-6C, EN4-7D, EN4-9E</i></p>
	2	
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	11	

English – Year 7 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Reading task – Multiple texts	EN4-3B, EN4-6C	25%	Term 1 Week 8
2	Creative with Reflection	EN4-5C, EN4-9E	25%	Term 2 Week 2
3	Structured Paragraphs – Novel	EN4-1A	25%	Term 3 Week 4
4	Multimodal – Film	EN4-2A, EN4-7D	25%	Term 4 Week 3

Outcomes – A student:	
EN4-1A	responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN4-2A	effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
EN4-3B	uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
EN4-4B	makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
EN4-5C	thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
EN4-6C	identifies and explains connections between and among texts
EN4-7D	demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
EN4-8D	identifies, considers and appreciates cultural expression in texts
EN4-9E	uses, reflects on and assesses their individual and collaborative skills for learning

Human Society and Its Environment - Year 7 S&S

	Week	Topic(s) Covered
Term 1	1	HISE Skills - Maps and Sources HT-4-5, HT4-6, GE4-7
	2	
	3	
	4	
	5	
	6	Investigating the Ancient Past HT4-1, HT4-5, HT4-6, HT4-8, HT4-9, HT4-10
	7	
	8	
	9	
	10	
	11	
Term 2	1	Ancient Egypt HT4-2, HT4-3, HT4-6, HT4-9, HT4-10
	2	
	3	
	4	
	5	
	6	
	7	Ancient China HT4-2, HT4-3, HT4-6, HT4-9, HT4-10
	8	
	9	
	10	
Term 3	1	Landscapes and Landforms GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 4	1	Place and Liveability GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	Using HISE Skills: Easter Island Investigation HT4-2, GE4-3
	10	
	11	

Human Society and Its Environment - Year 7 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	HSIE Skills Assessment – Maps and Sources	HT4-5, HT4-6, GE4-7	20%	Term 1 Week 6
2	Historical Investigation Task	HT4-1, HT4-2, HT4-3, HT4-8, HT4-9, HT4-10	40%	Term 2 Week 7
3	Geography Research Task	GE4-1, GE4-2, GE4-3, GE4-4, GE4-5, GE4-8	40%	Term 4 Week 3

Outcomes – A student:	
HT4-1	Describes the nature of history and archaeology and explains their contribution to an understanding of the past
HT4-2	Describes major periods of historical time and sequences events, people and societies from the past
HT4-3	Describes and assesses the motives and actions of past individuals and groups in the context of past societies
HT4-5	Identifies the meaning, purpose and context of historical sources
HT4-6	Uses evidence from sources to support historical narratives and explanations
HT4-8	Locates, selects and organises information from sources to develop an historical inquiry
HT4-9	Uses a range of historical terms and concepts when communicating an understanding of the past
HT4-10	Selects and uses appropriate oral, written, visual and digital forms to communicate about the past
GE4-1	Locates and describes the diverse features and characteristics of a range of places and environments
GE4-2	Describes processes and influences that form and transform places and environments
GE4-3	Explains how interactions and connections between people, places and environments result in change
GE4-4	Examines perspectives of people and organisations on a range of geographical issues
GE4-5	Discusses management of places and environments for their sustainability
GE4-7	Acquires and processes geographical information by selecting and using geographical tools for inquiry
GE4-8	Communicates geographical information using a variety of strategies

Mathematics - Year 7 Scope and Sequence

	Week	Topics Covered
Term 1	1	Whole Numbers <i>MA4-4NA, MA4-1WM, MA4-2WM, MA4-3WM</i>
	2	
	3	
	4	
	5	
	6	Angles <i>MA4-18MG, MA4-1WM, MA4-2WM, MA4-3WM</i>
	7	
	8	
	9	Integers <i>MA4-4NA, MA4-1WM, MA4-2WM, MA4-3WM</i>
	10	
	11	
Term 2	1	Fractions <i>MA4-5NA, MA4-1WM, MA4-2WM, MA4-3WM</i>
	2	
	3	
	4	
	5	
	6	Algebra & Equations <i>MA4-8NA, MA4-10NA, MA4-1WM, MA4-2WM, MA4-3WM</i>
	7	
	8	
	9	
	10	
Term 3	1	Decimals <i>MA4-5NA, MA4-1WM, MA4-2WM, MA4-3WM</i>
	2	
	3	
	4	
	5	Area <i>MA4-12MG, MA4-13MG, MA4-14MG, MA4-1WM, MA4-2WM</i>
	6	
	7	
	8	Probability <i>MA4-21SO, MA4-1WM, MA4-2WM, MA4-3WM</i>
	9	
	10	
Term 4	1	Geometry <i>MA4-17MG, MA4-1WM, MA4-2WM, MA4-3WM</i>
	2	
	3	
	4	
	5	
	6	The Number Plane <i>MA4-11NA, MA4-1WM, MA4-2WM, MA4-3WM</i>
	7	
	8	
	9	Time <i>MA4-15MG, MA4-1WM, MA4-2WM, MA4-3WM</i>
	10	
	11	

Mathematics - Year 7 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Half Yearly Exam	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-5NA, MA4-18MG	25%	Term 2 Week 3
2	Semester 1 Portfolio of Class work	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-5NA, MA4-18MG	25%	Term 2 Week 4
3	Yearly Exam	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-5NA, MA4-8NA, MA4-10NA, MA4-12MG, MA4-13MG, MA4-14MG, MA4-17MG, MA4-18MG, MA4-21SP	25%	Term 4 Week 5
4	Semester 2 Portfolio of Class work	MA4-1WM, MA4-2WM, MA4-3WM, MA4-5NA, MA4-8NA, MA4-10NA, MA4-12MG, MA4-13MG, MA4-14MG, MA4-17MG, MA4-21SP	25%	Term 4 Week 6

Outcomes – A student:	
MA4-1WM	communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
MA4-2WM	applies appropriate mathematical techniques to solve problems
MA4-3WM	recognises and explains mathematical relationships using reasoning
MA4-4NA	compares, orders and calculates with integers, applying a range of strategies to aid computation
MA4-5NA	operates with fractions, decimals and percentages
MA4-8NA	generalises number properties to operate with algebraic expressions
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations
MA4-12MG	calculates the perimeters of plane shapes and the circumferences of circles
MA4-13MG	uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-14MG	uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
MA4-17MG	classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
MA4-18MG	identifies and uses angle relationships, including those related to transversals on sets of parallel lines
MA4-21SP	represents probabilities of simple and compound events

Music - Year 7 Scope and Sequence

	Week	Topic(s) Covered
Term 1	1	<p>Introduction to the Concepts of Music 4.1, 4.2 4.3, 4.12</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	<p>Instruments of the Orchestra 4.7 - 4.10</p>
	2	
	3	
	4	
	5	
	6	<p>Film Music 4.7 - 4.10</p>
	7	
	8	
	9	
	10	
Term 3	1	<p>Rock and Blues Music 4.1, 4.2 4.3, 4.12</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 4	1	<p>Music from Diverse Cultures 4.7 - 4.11</p>
	2	
	3	
	4	
	5	
	6	<p>Popular Music 4.7 - 4.10</p>
	7	
	8	
	9	
	10	
	11	

Music - Year 7 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Solo Keyboard Performance	4.1, 4.2, 4.3, 4.12	25%	Term 1 Week 8/9
2	Half Yearly Examination	4.7, 4.8, 4.9, 4.10	25%	Term 2 Week 3
3	In Class Guitar Performance	4.1, 4.2, 4.3, 4.12	25%	Term 3 Week 7/8
4	Yearly Examination	4.7, 4.8, 4.9, 4.10, 4.11	25%	Term 4 Week 4

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

Science - Year 7 Scope and Sequence

	Week	Topic(s) Covered
Term 1	1	<p>Introduction to Science and Matter <i>16CW(CW1), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
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	11	
Term 2	1	<p>Scientific Method <i>4WS, 5WS, 6WS, 7WS, 8WS, 9WS</i></p>
	2	
	3	
	4	
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	6	
	7	
	8	
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Term 3	1	<p>Classification and Cells <i>14LW(LW1 & LW2), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS</i></p>
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Term 4	1	<p>Separating Mixtures and Resources <i>17CW(CW3), 13ES(ES3 & ES4), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS</i></p>
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Science - Year 7 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Mid-Semester Exam	16CW(CW1), 12ES(ES1), 7WS, 9WS	25%	Term 2 Week 2
2	Working Scientifically Skills Task	4WS, 5WS, 6WS, 7WS, 9WS	25%	Term 2 Week 8
3	Research Task	14LW(LW2), 7WS, 8WS, 9WS	20%	Term 3 Week 8
4	Yearly Exam	17CW(CW3ab), 14LW(LW1 & LW2), 10PW(PW1 & PW2), 7WS	30%	Term 4 Week 3

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

Technology Mandatory - Year 7 Scope and Sequence

	Week	Topic(s) Covered			
Term 1	1	<i>Students will complete two of the following Focus Areas during Semester 1</i>			
	2	Food and Agriculture (TAS)	Digital Technologies (TAS)	Engineered Systems (IA)	Digital Technologies (IA)
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	4				
	5				
	6	Practical Projects Specific Theory Safety	Practical Projects Specific Theory Safety	Practical Projects Specific Theory Safety	Practical Projects Specific Theory Safety
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Term 2	1	Food and Agriculture (TAS)	Digital Technologies (TAS)	Engineered Systems (IA)	Digital Technologies (IA)
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	5	Practical Projects Specific Theory Safety	Practical Projects Specific Theory Safety	Practical Projects Specific Theory Safety	Practical Projects Specific Theory Safety
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Term 3	1	<i>Students will complete two of the following Focus Areas during Semester 2</i>			
	2	Food and Agriculture (TAS)	Digital Technologies (TAS)	Engineered Systems (IA)	Digital Technologies (IA)
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	6	Practical Projects Specific Theory Safety	Practical Projects Specific Theory Safety	Practical Projects Specific Theory Safety	Practical Projects Specific Theory Safety
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Term 4	1	Food and Agriculture (TAS)	Digital Technologies (TAS)	Engineered Systems (IA)	Digital Technologies (IA)
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	5	Practical Projects Specific Theory Safety	Practical Projects Specific Theory Safety	Practical Projects Specific Theory Safety	Practical Projects Specific Theory Safety
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Technology Mandatory - Year 7 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Practical / Portfolio Task (Semester 1 Focus Area)	TE4-1DP, TE4-2DP + TE4-3DP or T34-4DP or TE4-8EN	70%	Term 1 Week 11
2	Research Task (Semester 1 Focus Area)	TE4-1DP + TE4-7DI or TE4-10TS	30%	Term 2 Week 3
3	Practical / Portfolio Task (Semester 2 Focus Area)	TE4-1DP TE4-2DP + TE4-3DP or T34-4DP or TE4-8EN	70%	Term 3 Week 10
4	Research Task Semester 2 Focus Area)	TE4-1DP + TE4-7DI or TE4-10TS	30%	Term 4 Week 3

Outcomes – A student:	
TE4-1DP	Designs, communicates, and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP	Plans and manages the production of designed solutions
TE4-3DP	Selects and safely applies a broad range of tools, materials, and processes in the production of quality projects
TE4-4DP	Designs algorithms for digital solutions and implements them in a general-purpose programming language
TE4-7DI	Explains how data is represented in digital systems and transmitted in networks
TE4-8EN	Explains how force, motion and energy are used in engineered systems
TE4-10TS	Explains how people in technology related professions contribute to society now and into the future

Visual Arts - Year 7 Scope and Sequence

	Week	Topics Covered
Term 1	1	<p style="text-align: center;">Portraiture</p> <p>Making 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 Studying 4.7, 4.8, 4.9, 4.10</p>
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Term 2	1	<p style="text-align: center;">My Backyard</p> <p>Making 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 Studying 4.7, 4.8, 4.9, 4.10</p>
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Term 3	1	<p style="text-align: center;">My Backyard</p> <p>Making 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 Studying 4.7, 4.8, 4.9, 4.10</p>
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Term 4	1	<p style="text-align: center;">Street Art</p> <p>Making 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 Studying 4.7, 4.8, 4.9, 4.10</p>
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		Continued into Yr. 8 2024

Visual Arts - Year 7 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Studying Art: In class Critical and Historical Writing Task Portraiture	4.7, 4.8, 4.9, 4.10	15%	Term 1 Week 9/10
2	Marking Art Portfolio: Portraiture	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	35%	Term 2 Week 3/4
3	Studying Art: In class Critical and Historical Writing Task Comparison Egypt/Australian Aboriginal Art	4.7, 4.8, 4.9, 4.10	15%	Term 3 Week 5/6
4	Making Art Portfolio	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	35%	Term 4 Week 4/5

Outcomes – A student:	
4.1	Practice - uses a range of strategies to explore different artmaking conventions and procedures to make artworks
4.2	Conceptual Framework - explores the function of and relationships between artist – artwork – world – audience
4.3	Frames - makes artworks that involve some understanding of the frames
4.4	Representation - recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
4.5	Conceptual strength and meaning - investigates ways to develop meaning in their artworks
4.6	Resolution - selects different materials and techniques to make artworks
4.7	Practice - explores aspects of practice in critical and historical interpretations of art
4.8	Conceptual Framework - explores the function of and relationships between the artist – artwork – world – audience
4.9	Frames - begins to acknowledge that art can be interpreted from different points of view
4.10	Representation - recognises that art criticism and art history construct meanings