MAITLAND GROSSMANN HIGH SCHOOL

Est. in 1884

ASSESSMENT BOOKLET

YEAR 7

2025

Contents

1. Introduction

Welcome to the Year 7 Assessment Booklet, a comprehensive guide crafted to assist both students and parents in navigating the assessments throughout the academic year. Our primary goal is to empower students to achieve their highest potential by providing clear insights and guidelines.

Within these pages, you will find detailed descriptions of assessments, encompassing various types and formats. The booklet acts as a roadmap, ensuring that students approach their academic responsibilities with clarity and confidence.

In addition to assessment details, the booklet addresses critical aspects such as the submission process, guidance for missed assessments, and key school contacts for specific issues. Recognising the significance of student accountability, we have outlined assessment responsibilities and provided practical advice for effective preparation.

To further aid planning, the booklet includes the scope and sequence, and assessment schedules for all courses, allowing students to align their studies with the curriculum structure. Additionally, there is information on who to contact if a student requires assistance, ensuring that support is readily available.

We have also included homework suggestions to foster a balanced approach to learning, emphasising the importance of holistic academic development.

We hope this comprehensive resource proves to be a valuable companion throughout the academic year, facilitating a proactive and successful approach to assessments. Wishing all Year 7 students a year filled with growth, achievement, and academic success.

2. The purpose of assessment

According to the NSW Education Standards Authority (NESA), "Assessment is the process of identifying, gathering and interpreting information about student achievement."

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- be based on syllabus outcomes

- be a valid instrument for what they are designed to assess
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of task types
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time.

(NESA, NSW Education Standards Authority, n.d.)

2.1 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.

2.2 Types of Assessment

Formal Assessment:
Formal assessment is a standardized, structured evaluation of student learning. It is based on pre-established criteria and is often used to compare student performance to that of other students or to a set standard.

Informal Assessment:
Informal assessment is an ongoing, flexible evaluation of student learning that is can be used to inform instruction and provide feedback to students. It is based on a variety of methods, such as observation, conversation, and work samples.

Formative Assessment:
Formative assessment is an ongoing evaluation conducted during the learning process to offer timely feedback to both students and educators. It guides subsequent learning activities and is an indispensable part of teaching and learning programs.

Summative Assessment:
Summative assessment occurs at the culmination of a unit or a defined period, providing an indication of a student's achievement level in accordance with curriculum standards or specific learning objectives.

Both formal and informal assessment can be formative or summative.

For example:	Formal	Informal
Formative	A portfolio of student work completed in class used to assess students' achievement in a topic.	Asking students to explain their thinking as they solve a problem.
Summative	A test given at the end of the year to assess students' achievement in a particular subject area.	A student portfolio that includes a variety of work samples from the year.

2.3 Assessment Approaches

Assessment and evaluation are vital aspects of the teaching and learning process. Approaches like assessment for learning, assessment as learning, and assessment of learning enable teachers to gather evidence and evaluate a student's growth in or achievement of educational outcomes. These methods, including formative assessment and summative assessment, can be employed individually or together, both formally and informally.

2.3.1 Assessment for learning

Assessment for learning," involves educators using evidence of students' knowledge, understanding, and skills to guide their teaching practices. This formative assessment approach is integrated into the entire teaching and learning journey, helping to clarify student comprehension.

Key characteristics of assessment for learning include:
- Embracing a perspective where assessment supports students in enhancing their learning rather than solely achieving higher grades.
- Incorporating a mix of formal and informal assessment activities integral to the learning process and future lesson planning.
- Establishing clear learning goals for each activity.
- Delivering constructive feedback that inspires learners and fosters improvement.
- Embodying the belief that every student can progress.
- Promoting self-assessment and peer assessment as routine aspects of classroom interactions.
- Engaging teachers, students, and parents in reflective discussions based on gathered evidence.
- Striving for inclusivity by catering to the diverse needs of all learners.

2.3.2 Assessment as learning

Assessment as learning takes place when students assume the role of self-assessors. Students actively oversee their own learning, pose inquiries, and employ various strategies to evaluate their knowledge and skills. They also determine how to leverage assessment information for subsequent learning.

Key aspects of assessment as learning include:
- Empowering students to take charge of their own learning journey.
- Mandating students to pose inquiries regarding their learning.
- Collaboratively establishing learning goals between teachers and students to foster growth and development.

- Offering avenues for students to utilize formal and informal feedback and engage in self-assessment to comprehend the next steps in their learning.
- Promoting peer assessment, self-assessment, and reflection as integral components of the learning process.

2.3.3 Assessment of Learning

Assessment of learning aids educators in utilising evidence of student progress to evaluate accomplishment against set outcomes and standards. Referred to as 'summative assessment,' it typically occurs at specified key junctures within a teaching period or at the culmination of a unit, term, or semester.

Key aspects of assessment of learning include:
- Guiding the planning of future learning goals and pathways for students.
- Offering evidence of achievement to the broader community, encompassing parents, educators, students themselves, and external groups.
- Providing a clear and comprehensible interpretation across all audiences.

Maitland Grossmann High School incorporates all forms of assessment. A maximum of 2 formal assessments are set for each Semester.
Informal assessments will be varied and include both summative and formative assessment. The information gained from these assessments will ensure that every student is provided with many varying opportunities to demonstrate their growth in and achievement of their academic outcomes.

3. 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.

3.1. Procedural fairness
All faculties support student learning by adopting a consistent approach to assessment by ensuring that:

- **All** students receive **two** weeks' notice of any formal assessment tasks.
- A parent/caregiver is **notified** within **14 days** if a formal assessment task has not been submitted.

3.2. Assessment schedules, and scope & sequence information
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 formal assessment task (weeks / terms only)
- Weightings of each task

3.3. Number of formal assessments

Maximum of 2 formal assessment tasks per year for yearly courses. Maximum of 1 formal assessment task for semesterised subjects.

3.4. Informal Formative Assessment

In line with a faculty determined process:

Teachers may use *informal formative assessment* practices to allow students to demonstrate knowledge and understanding of subject skill and content as part of classwork. Teachers can combine a range of assessment methods and strategies to assess student learning and ensure multiple opportunities for students to demonstrate the achievement of outcomes.

Example strategies may include (but are not limed to):
- Analysis of students work.
- Strategic questioning strategies.
- Admit/exit tickets.
- One-minute papers.
- Monitored classroom discussions.
- Learning logs.
- 30-Second Share.
- Low-stakes quizzes.

Such assessment may be used in reports:
- To report on outcomes not covered in formal assessment.
- To moderate, augment or supplement the reporting of outcomes from formal assessment.

3.5. 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.

3.6. Late submission

Assessment Tasks submitted late, without prior arrangement, **may incur a loss of marks**. Penalties for late submission of tasks will be determined by the Head Teacher of the Key Learning Area.

3.7. Extensions

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

3.8. 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, 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 <u>a mark of zero</u> will be given for the task to each student involved.

3.9. 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.

The following Homework ideas can help students to be prepared for their classes and assessment tasks.

Assessment Preparation:
- The research and planning aspects of assessments should be carried out first.
- Then the actual completion of the task should take place (ticking off all relevant aspects as complete).
- Finally read over and edit work to ensure the work has been finessed.
- Write regular revision notes and revise them for upcoming tests and in-class tasks.

Class work:
- Complete any unfinished class work and/or complete any set homework tasks prior to their due date.
- Ensure homework is ready to present for the next lesson
- Brain dump – give yourself 3 minutes to write down everything you learned in class that day
- Create a concept map to build relationships between key words, phrases, class content

Wide reading:
- Read both fiction and non-fiction sources covering the topics being studied in class
- There are lots of ideas on this website for ways to enhance your reading skills https://www.educatorstechnology.co m/2018/02/19-educational-websitesto-enhance.html
- Use online resources or databases to find relevant articles and e-books on topics being studied. - https://www.sl.nsw.gov.au/

Teach:
- Teach your family something you were taught during class this week.

Language and Writing strategies:
- Compile a topic glossary at the back of the book (look up any new terms/concepts that the student is unfamiliar with and try to integrate these into future lessons).
- Play Words with Friends (or similar) complete a crossword or play a game of scrabble

Media/ICT:
- Watch relevant films and documentaries
- Watch the news and current affairs programs
- Create a Kahoot on your topic towards the end of the unit to use as revision.
- Read hard copy or online newspapers and post interesting articles on Google Classroom to discuss in class.

4. 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.

5. Parental notification
Years 7-9 – All formal assessment tasks not submitted will result in an **Academic Warning Letter** being sent.

6. 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):
   o   Bereavement
   o   Illness
   o   Family Leave
   o   School Representation for sports or academic pursuits
   o   Personal Issues

7. 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.
   ✓ 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** time.

8. Life Skills
All students are entitled to participate in and progress through the curriculum. Years 7–10 courses based on Life Skills outcomes and content and provide options for students with disability who cannot access the regular course outcomes, particularly students with an intellectual disability. In these instances, elements of this policy are not applicable.
Information regarding the Assessment and Reporting for Life Skills outcomes can be found at
https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/life-skills/assessment-and-reporting

9. MGHS Support Processes

Maitland Grossmann High School will utilise a range of support strategies to encourage student participation and engagement within the curriculum.
These include but not limited to:

9.1. MGHS Support Process

Classroom teachers address academic concern in a collaborative process. This may be achieved through:

- A documented meeting with student on Sentral
- An inclusive collaborative curriculum meeting with the family of the student.
- Mentoring

Adjustments must be reasonable and consider the needs of all students in the classroom, the time constraints of the lesson and the professional demands on the teacher.

9.2. Cumberland Centre Support Program

The Cumberland Centre is a support facility which may be utilised to assist students in the successful completion of their classwork and assignments. The Cumberland Centre may be used in circumstances where support is required across multiple faculties, or more intensive, individualised support.

Accessing Cumberland Centre Support:

- Classroom Teacher can refer students directly to the Cumberland Centre through Sentral.
- Students can also self-refer to the Cumberland Centre
- Students can attend Eat and Complete – Details provided in the school notices

9.3. Wellbeing Support

Students who have a diagnosis that affects their learning should contact the Head Teacher Wellbeing to organise any special considerations or adjustments that are needed to provide an equitable learning environment. An Individual Education Plan (IEP) will need to be completed to ensure a consistent approach to support throughout their schooling and assessments.

10. Reporting Procedures

Grades, assessment marks and outcome assessments will be determined from both summative and formative assessment results.

Informal formative assessment may be used in reports:

- To report on outcomes not covered in formal assessment.
- To moderate, augment or supplement the reporting of outcomes from formal assessment.

11. Year 7 Assessment Planner

The following planner can be used to note the formal assessment due dates.

	Week	Assessments Scheduled
Term 1 2025	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2 2025	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3 2025	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 4 2025	1	
	2	
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	10	

SCOPE & SEQUENCES, AND ASSESSMENT SCHEDULES

YEAR 7

2025

English - Year 7 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	**Staff Development Day Only**
	2	**'Powerful Youth Voices' – Poetry, Short Stories, Picture books** *Outcomes: EN4-RVL-01, EN4-URB-01, EN4-ECA-01, EN4-ECB-01*
	3	
	4	
	5	
	6	
	7	
	8	
	9	**'Fact into Fiction' – Novel Study** *Outcomes: EN4-ECA-01, EN4-URA-01, EN4-RVL-01, EN4-URC-01* `
	10	
	11	
Term 2	1	
	2	
	3	
	4	
	5	
	6	**'Coming of Age' – Film Study** *Outcomes: EN4-ECA-01, EN4-URC-01, EN4-URA-01*
	7	
	8	
	9	
	10	
Term 3	1	
	2	
	3	**'Page to Game' – Graphic novels, Multimodal texts** *Outcomes: EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01, EN4-ECB-01*
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 4	1	
	2	
	3	
	4	**'Shining a new light' – Contemporary Drama Texts** *Outcomes: EN4-RVL-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01, EN4-URB-01*
	5	
	6	
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	8	
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	10	

English – Year 7 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Reading task with extended response	EN4-RVL-01 EN4-ECA-01 EN4-URC-01	50%	Term 2 Week 5
2	Multimodal	EN4-ECB-01 EN4-URA-01 EN4-URB-01	50%	Term 4 Week 3

In addition to the formal assessment tasks listed above, in-class formative assessment will be used to make judgement on student achievement.

Outcomes:
The following link can be used to access the objectives and outcomes that are covered in this course: https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-4

Outcomes – A student:	
EN4-RVL-01	Uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction.
EN4-URA-01	Analyses how meaning is created through the use of and response to language forms, features and structures.
EN4-URB-01	Examines and explains how text represent ideas, experiences and values.
EN4-URC-01	Identifies and explains ways of valuing texts and the connections between them.
EN4-ECA-01	Creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas.
EN4-ECB-01	Uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts.

History - Year 7 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	**Staff Development Day Only**
	2	**Investigating the Ancient Past** *HT4-1, HT4-5, HT4-6, HT4-8, HT4-9, HT4-10*
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	**Ancient Egypt** *HT4-2, HT4-3, HT4-6, HT4-9, HT4-10*
	11	
Term 2	1	
	2	
	3	
	4	
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	8	
	9	**The Asian World:** **Ancient China** **Japan under the Shoguns** *HT4-2, HT4-3, HT4-4, HT4-6, HT4-7, HT4-9, HT4-10*
	10	
Term 3	1	
	2	
	3	
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	10	
Term 4	1	**The Western World and Expanding Contacts:** **Medieval Europe** **Black Death in Asia, Europe and Africa** *HT4-2, HT4-3, HT4-4, HT4-5, HT4-6, HT4-7, HT4-8, HT4-9, HT4-10*
	2	
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History – Year 7 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Historical Investigation Task - Ancient Egypt	HT4-7, HT4-8, HT4-9, HT4-10	50%	Term 2 Week 3
2	Site Study - Medieval Europe	HT4-4, HT4-5, HT4-6	50%	Term 4 Week 3

In addition to the formal assessment tasks listed above, in-class formative assessment will be used to make judgement on student achievement.

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
HT4-4	Describes and explains the causes and effects of events and developments of past societies over time
HT4-5	Identifies the meaning, purpose and context of historical sources
HT4-6	Uses evidence from sources to support historical narratives and explanations
HT4-7	Identifies and describes different contexts, perspectives and interpretations of the past
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

Mathematics - Year 7 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	**Staff Development Day Only**
	2	**Fractions, Decimals & Percentages** *MAO-WM-01, MA4-FRC-C-01* *Related Life Skills outcomes: MALS-FRC-01, MALS-DEP-01`*
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	**Angles & Geometrical Figures** *MAO-WM-01, MA4-ANG-C-01, MA4-GEO-C-01* *Related Life Skills outcomes: MALS-GEO-01*
	2	
	3	
	4	
	5	
	6	
	7	
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	10	
Term 3	1	**Integers** *MAO-WM-01, MA4-INT-C-01* *Related Life Skills outcomes: MALS-LAN-01, MALS-LAN-02, MALS-COU-01, MALS-REP-01, MALS-COM-01, MALS-ADS-01, MALS-MDI-01*
	2	
	3	
	4	
	5	
	6	**Indices & Algebra** *MAO-WM-01, MA4-IND-C-01 MA4-ALG-C-01* *Related Life Skills outcomes: MALS-PAT-01*
	7	
	8	
	9	
	10	
Term 4	1	**Probability** *MAO-WM-01, MA4-PRO-C-01* *Related Life Skills outcomes: MALS-PRO-01*
	2	
	3	
	4	
	5	**Number Plane** *MAO-WM-01, MA4-LIN-C-01* *Related Life Skills outcomes: MALS-POS-01*
	6	
	7	
	8	**Time** *MAO-WM-01, 3NSM-02*
	9	
	10	

Mathematics – Year 7 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Half Yearly Exam	Number and algebra Measurement and space Statistics and probability Working mathematically	50%	Term 2 Week 7
2	Yearly Exam	Number and algebra Measurement and space Statistics and probability Working mathematically	50%	Term 4 Week 6

In addition to the formal assessment tasks listed above, in-class formative assessment will be used to make judgement on student achievement.

Stage 4 Outcomes:
The following link can be used to access the objectives and outcomes that are covered in this course: https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10-2022/outcomes

Music - Year 7 Scope & Sequence 2025

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

Music – Year 7 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Examination	4.7, 4.8, 4.9, 4.10	50%	Term 2 Week 6-7
2	Performance Task	4.1, 4.2, 4.3, 4.12	50%	Term 3 Week 8-9

In addition to the formal assessment tasks listed above, in-class formative assessment will be used to make judgement on student achievement.

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

PDHPE - Year 7 Scope & Sequence 2025

	Week	Theoretical Topic(s) Covered	Practical Topic(s) Covered
Term 1	1	Staff Development Day Only	
	2	**Respectful Relationships** *PD4-1, PD4-2, PD4-3, PD4-9, PD4-10*	**Dream Team** *PD4-4, PD4-5, PD4-10, PD4-11*
	3		
	4		
	5		
	6		
	7		**Athletics** *PD4-4, PD4-5, PD4-10, PD4-11*
	8		
	9		
	10		
	11		
Term 2	1	**Growing and Changing** *PD4-1, PD4-2, PD4-3, PD4-9, PD4-10*	**Track, Catch, Throw** *PD4-4, PD4-5, PD4-10, PD4-11*
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	7		**Line Dance** *PD4-4, PD-4-5, PD4-10, PD4-11*
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Term 3	1	**Understanding Me** *PD4-1, PD4-2, PD4-3, PD4-6, PD4-9, PD4-10*	**Kick, Strike, Dribble** *PD4-4, PD4-5, PD4-10, PD4-11*
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Term 4	1	**Healthy and Safe Lifestyles** *PD4-2, PD4-6, PD4-7, PD4-8, PD4-9, PD4-10*	**Summer Games** *PD4-4, PD4-5, PD4-10, PD4-11*
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PDHPE – Year 7 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	**Topic Test** Students complete a formal examination on content covered throughout the Term 1 and Term 2 Units of study. Test comprised of multiple choice, short response and labelling diagrams.	PD4-1, PD4-2, PD4-3, PD4-9, PD4-10	50%	Term 2 Week 5
2	**Case Study** Students demonstrate their knowledge and application of understanding through the completion of a case study in class / at home. Case study aligns with the Understanding Me Unit of work.	PD4-1, PD4-2, PD4-3, PD4-6, PD4-9, PD4-10	50%	Term 3 Week 7

In addition to the formal assessment tasks listed above, in-class formative assessment will be used to make judgement on student achievement.

Outcomes:
The following link can be used to access the objectives and outcomes that are covered in this course: https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018/outcomes/table-of-objectives-and-outcomes

Outcomes – A student:	
PD4-1	Examines and evaluates strategies to manage current and future challenges
PD4-2	Examines and demonstrates the role help seeking strategies and behaviours play in supporting themselves and others
PD4-3	Investigates effective strategies to promote inclusivity, equality and respectful relationships
PD4-4	Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
PD4-5	Transfers and adapts solutions to complex movement challenges
PD4-6	Recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
PD4-7	Investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
PD4-8	Plans for and participates in activities that encourage health and a lifetime of physical activity
PD4-9	Demonstrates self-management skills to effectively manage complex situations
PD4-10	Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
PD4-11	Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

Science – Year 7 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	**Staff Development Day Only**
	2	**Introduction to Science and Matter/ Scientific Method** *16CW(CW1), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS,1VA*
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	**Rocks** *12ES(ES1), 4WS, 6WS, 7WS, 8WS, 9WS*
	2	
	3	
	4	
	5	**Classification/Cells** *14LW(LW1 & LW2), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS, 1VA*
	6	
	7	
	8	
	9	
	10	
Term 3	1	**Classification/Cells (continued)** *14LW(LW1 & LW2), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS, 1VA*
	2	
	3	
	4	
	5	**Forces** *10PW(PW1 & PW2), 4WS, 6WS, 7WS, 8WS, 9WS, 1VA, 2VA, 3VA*
	6	
	7	
	8	
	9	
	10	
Term 4	1	**Mixtures/Resources** *17CW(CW3), 13ES(ES3 &ES4), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS, 1VA, 2VA, 3VA*
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	9	
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Science – Year 7 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Working Scientifically Skills Task	16CW(CW1), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS	50%	Term 2 Week 6
2	Yearly Exam	12ES(ES1), 17CW(CW3ab), 14LW(LW1 & LW2), 10PW(PW1 & PW2), 4WS,5WS,7WS,8WS,9WS	50%	Term 4 Week 5

In addition to the formal assessment tasks listed above, in-class formative assessment will be used to make judgement on student achievement.

Outcomes:
The following link can be used to access the objectives and outcomes that are covered in this course: https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/science-7-10-2018/outcomes/table-of-objectives-and-outcomes

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
1VA	appreciates the importance of science in their lives and the role of scientific
2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use including ethical considerations.

Technology Mandatory - Year 7 Scope & Sequence 2025

	Week	Topic(s) Covered			
		Students will complete two of the following Focus Areas during Semester 1			
Term 1	1	**Staff Development Day Only**			
	2	**Food and Agriculture (TAS)** **Practical Projects** **Specific Theory** **Safety**	**Material Technologies (TAS)** **Practical Projects** **Specific Theory** **Safety**	**Engineered Systems (IA)** **Practical Projects** **Specific Theory** **Safety**	**Digital Technologies (IA)** **Practical Projects** **Specific Theory** **Safety**
	3				
	4				
	5				
	6				
	7	*TE4-1DP TE4-2DP TE4-3DP TE4-5AG TE4-6FO TE4-10TS*	*TE4-1DP TE4-2DP TE4-3DP TE4-9MA TE4-10TS*	*TE4-1DP TE4-2DP TE4-3DP TE4-8EN TE4-10TS*	*TE4-1DP TE4-2DP TE4-4DP TE4-7DI TE4-10TS*
	8				
	9				
	10				
	11				
Term 2	1	**Food and Agriculture (TAS)** **Practical Projects** **Specific Theory** **Safety**	**Material Technologies (TAS)** **Practical Projects** **Specific Theory** **Safety**	**Engineered Systems (IA)** **Practical Projects** **Specific Theory** **Safety**	**Digital Technologies (IA)** **Practical Projects** **Specific Theory** **Safety**
	2				
	3				
	4				
	5				
	6	*TE4-1DP TE4-2DP TE4-3DP TE4-5AG TE4-6FO TE4-10TS*	*TE4-1DP TE4-2DP TE4-3DP TE4-9MA TE4-10TS*	*TE4-1DP TE4-2DP TE4-3DP TE4-8EN TE4-10TS*	*TE4-1DP TE4-2DP TE4-4DP TE4-7DI TE4-10TS*
	7				
	8				
	9				
	10				
		Students will complete two of the following Focus Areas during Semester 2			
Term 3	1	**Food and Agriculture (TAS)** **Practical Projects** **Specific Theory** **Safety**	**Material Technologies (TAS)** **Practical Projects** **Specific Theory** **Safety**	**Engineered Systems (IA)** **Practical Projects** **Specific Theory** **Safety**	**Digital Technologies (IA)** **Practical Projects** **Specific Theory** **Safety**
	2				
	3				
	4				
	5				
	6	*TE4-1DP TE4-2DP TE4-3DP TE4-5AG TE4-6FO TE4-10TS*	*TE4-1DP TE4-2DP TE4-3DP TE4-9MA TE4-10TS*	*TE4-1DP TE4-2DP TE4-3DP TE4-8EN TE4-10TS*	*TE4-1DP TE4-2DP TE4-4DP TE4-7DI TE4-10TS*
	7				
	8				
	9				
	10				
Term 4	1	**Food and Agriculture (TAS)** **Practical Projects** **Specific Theory** **Safety**	**Material Technologies (TAS)** **Practical Projects** **Specific Theory** **Safety**	**Engineered Systems (IA)** **Practical Projects** **Specific Theory** **Safety**	**Digital Technologies (IA)** **Practical Projects** **Specific Theory** **Safety**
	2				
	3				
	4				
	5				
	6	*TE4-1DP TE4-2DP TE4-3DP TE4-5AG TE4-6FO TE4-10TS*	*TE4-1DP TE4-2DP TE4-3DP TE4-9MA TE4-10TS*	*TE4-1DP TE4-2DP TE4-3DP TE4-8EN TE4-10TS*	*TE4-1DP TE4-2DP TE4-4DP TE4-7DI TE4-10TS*
	7				
	8				
	9				
	10				

Technology Mandatory – Year 7 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Practical / Portfolio Task (Semester 1 Focus Area)	TE4-1DP, TE4-2DP + TE4-5AG **OR** TE4-4DP **OR** TE4-9MA **OR** TE4-3DP	50%	Term 1 Week 11
2	Practical / Portfolio Task (Semester 2 Focus Area)	TE4-1DP, TE4-2DP + TE4-5AG **OR** TE4-4DP **OR** TE4-9MA **OR** TE4-3DP	50%	Term 3 Week 10

In addition to the formal assessment tasks listed above, in-class formative assessment will be used to make judgement on student achievement.

Outcomes:
The following link can be used to access the objectives and outcomes that are covered in this course: https://educationstandards.nsw.edu.au/wps/wcm/connect/88e7fd5d-46f3-4bd4-91a2-1b1c8db419ce/2024-watermarked-technology-mandatory-7-8-syllabus-2017-word.DOCX?MOD=AJPERES

Visual Arts – Year 7 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	**Staff Development Day Only**
	2	**Portraiture** Making *4.1, 4.2, 4.3 ,4.4, 4.5, 4.6* Studying *4.7, 4.8, 4.9, 4.10*
	3	
	4	
	5	
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	11	
Term 2	1	
	2	
	3	
	4	**My Backyard** Making *4.1, 4.2, 4.3 ,4.4, 4.5, 4.6* Studying *4.7, 4.8, 4.9, 4.10*
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	
	2	
	3	
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	10	
Term 4	1	
	2	
	3	**Street Art** *Making 4.1, 4.2, 4.3 ,4.4, 4.5, 4.6* *Studying 4.7, 4.8, 4.9, 4.10*
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Visual Arts – Year 7 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Studying Art: In class Critical and Historical Writing Task Comparison - Portraiture	4.7, 4.8, 4.9, 4.10	30%	Term 2 Week 5-6
2	Marking Art Portfolio: Portraits (Portraiture) and Pots (My Backyard)	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	70%	Term 4 Week 3-4

In addition to the formal assessment tasks listed above, in-class formative assessment will be used to make judgement on student achievement.

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

References

Authority, N. E. (n.d.). *Assessment Principles (NESA)*. Retrieved from NSW Education Standards Authority: https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/assessment-principles