

# WARRAWONG HIGH SCHOOL

Year 7

## Learning & Assessment Handbook 2022





# Booklet Contents

In this student handbook you will find all the information you need to know about Year 7 Assessment at Warrawong High School. This information needs to be stored in your Assessment Folder with your Assessment Notifications and completed Assessment Tasks for each subject.

Refer to this booklet to help you when completing each assessment task.

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# What You Need To Know

ASSESSMENT AT WARRAWONG HIGH SCHOOL

Teachers will use a range of strategies to assess your progress and ability. This will help them and you to understand your strengths and weaknesses so you can grow and achieve success.

There are **TWO** types of Assessment teachers use at Warrawong High School.

## Informal Assessment

This type of assessment:

- Is incorporated in the day-to-day classroom activities of each subject.
- Measures the students' performance and progress.
- Helps teachers understand what you have learnt and what you need to develop further.

## Formal Assessment

- You will have 2-4 formal assessment tasks per subject each year.
- It is compulsory for you to complete every formal assessment task.
- Formal assessment tasks take place towards the end of a unit of work and provide you with an opportunity to demonstrate what you have learnt.



# What You Have To Do

TO ACHIEVE AT WARRAWONG HIGH SCHOOL

## **Always try your best!**

It is important to always do your best work. This will help you learn. It will also help teachers to understand how they can help you.

## **Students must submit or complete all formal assessment tasks on the due date.**

You must hand in your formal assessment task on the due date that is identified on your Assessment Notification. Attach your Assessment Notification to your task when you submit it to your teacher. The due date of a formal assessment task can only change if you speak to your teacher before the due date. The teacher will only change the due date if they believe you are being disadvantaged.

## **Students must follow all school rules and teacher instructions with regard to every informal and formal assessment task.**

You are expected to complete all informal and formal assessment tasks to the best of your ability. You are to take pride in your work and behave appropriately when working with teachers to meet the expectations of each task.

## **Students must keep track of all assessment task requirements and due dates.**

You must use a calendar and/or planner to monitor when formal assessment tasks are due. A completed Assessment Planner is attached to this document and can be used at home to track formal assessment tasks.

## **Students must notify their teacher if they know they are going to be absent for a Formal Assessment Task before the due date.**

If you know that you are going to be away for a formal assessment task, you must notify your teacher before or after class. This must be done before the due date identified on the Assessment Notification.



# How You Prepare

FOR ASSESSMENT AT WARRAWONG HIGH SCHOOL

## Assessment Planner

Put the Formal Assessment Planner in this booklet on a wall close to where you complete your homework. It identifies the weeks your formal assessment tasks are due.

It can also be used as a tool to inform planning and revision. If you can see a formal assessment task is approaching in the next 3 weeks, ensure you are completing the milestones, study by revising content or draft aiming to complete the task to the best of your ability.

## Assessment Milestones

Assessment milestones are designed to support you in your preparation for all formal assessment tasks.

Ensure you are completing the milestones on the dates indicated on the Assessment Notification. This will provide you with feedback to help you improve.

Teachers must provide you with a formal Assessment Task Notification at least 3 weeks prior to the due date of a formal assessment task. This is to give you enough time to prepare for and complete the task before you have to submit it. Make sure you understand the task and are working to meeting the learning intention and success criteria.

## Warrawong High School Homework Centre

Our school Homework Centre is open throughout the week in the library. Times and dates will be communicated weekly at assemblies and through morning notifications.

A teacher is available to help you with your homework and study. By coming to the Homework Centre, you will be able to work with the teacher to build your understanding and prepare yourself for approaching formal assessment tasks.

## Elevate Education

At the beginning of the year, you will complete a study session during your Student Induction with Elevate Education.

You can visit Elevate Education online to find study tips. Use our school password below.

School Password: rondo

## Ask For Help

Your teachers are here to help you succeed! If you need help, ask your teacher before class, after class or during breaks to assist you.

Your Year Advisor is also someone who is always willing to help you. If you need advice, take the time to see them to discuss your concerns during breaks.



# If You Do Not Complete

A FORMAL ASSESSMENT AT WARRAWONG HIGH SCHOOL

## **If you are on holidays**

If you have a planned holiday during the due date of a formal assessment task, you must inform your teacher when you receive your Assessment Notification or as soon as possible, with a signed note from your parent/carer.

A new due date must be negotiated with your teacher. The new due date must be at least 2 weeks after the Assessment Notification for that assessment task was issued unless negotiated with the deputy principal.

If you follow this procedure, you will **not** receive a penalty.

## **If you are representing the school**

If you are on school business representing the school on the due date of a formal assessment task, you must notify your teacher or the Faculty Head Teacher prior to the due date.

A new due date must be negotiated with your teacher. The new due date must be at least 2 weeks after the Assessment Notification for that assessment task was issued unless negotiated with the deputy principal.

If you follow this procedure, you will **not** receive a penalty.

## **If you are sick**

If you are absent from school on the due date of a formal assessment task due to illness or misadventure, you must provide your teacher with a medical certificate or a signed note from your parent/carer outlining the reason for being absent.

A new due date must be negotiated with your teacher. The new due date must be at least 2 weeks after the Assessment Notification for that assessment task was issued unless negotiated with the deputy principal.

If you follow this procedure and the reason outlined is deemed sufficient, you will **not** receive a penalty.

## **If you are absent**

If you are absent on the due date of a formal assessment task and do not follow the above processes, you will receive a 10 % penalty. This penalty will be calculated using the total marks allocated to the task. For example, if a task is out of a total of 20 then you will be penalised 2 marks.

Your teacher will notify you of your mark without the penalty and your final mark with the penalty. You must still complete and/or submit the formal assessment task. If you do not complete the task, your parent/carers will be called and, if required, disciplinary action will be taken.

## **If you fail to submit**

If you fail to submit a formal assessment task on the due date, you will receive a zero (0) mark. If you do not complete the task, your parent/carers will be called and, if required, disciplinary action will be taken.

If you submit your task late you will receive a 10% penalty. This penalty will be calculated using the total marks allocated to the task. For example, if a task is out of a total of 20 then you will be penalised 2 marks. Your teacher will notify you of your mark without the penalty and your final mark with the penalty

## 2022 YEAR 7 FORMAL ASSESSMENT PLANNER

### SEMESTER 1

WEEKS	TERM 1	TERM 2
1		
2		
3		HISE (Geography) - Field Work Report (50%) Music – Keyboard Performance (25%)
4		
5	PDHPE – Fundamental Movement Skills (40%)	Visual Art – Pop Art Case Study (30%) Reports Due to HT
6		PDHPE – Athletics Skill assessment (30%)
7		
8	Science – Practical Task (30%) HISE (Geography) – Topic and Skills Test (50%)	
9	Visual Art – Conceptual Case Study (30%) Technology Mandatory – Common Assessment Task (25%) Language Italian – Interacting (30%)	English – Multimodal (40%) Science – Research Task (30%) Technology Mandatory – Portfolio/Booklet (50%) Language Italian – Accessing & Responding (40%)
10	English – Creative Reflection (30%) Mathematics – Number Operations, Integers (30%)	
11		

## 2022 YEAR 7 FORMAL ASSESSMENT PLANNER

### SEMESTER 2

WEEKS	TERM 3	TERM 4
1		
2	Mathematics – Number Theory, Fractions, Decimals, Percentages (35%)	Mathematics – Geometry, Angles, Algebra Test (35%)
3	Music – Research Task (25%)	Science – Examination (40%) HISE (History) - Yearly Exam (30%)
4		Music – Keyboard Performance (50%)
5		Reports Due to HT
6	HISE (History) - Topic Test (30%)	
7		
8	English – Critical Response (30%)	
9	PDHPE – Bike safety campaign (30%) HISE (History) - Research Task (40%) Technology Mandatory – Practical Project (25%) Language Italian – Composing (30%)	
10	Visual Art – Surrealism Case Study (40%)	



**SUBJECT TITLE: Year 7 English**

**ASSESSMENT COMMENCES: TERM 1, 2022**

**HOURS: 100**

Term	Term 1 Making Fear	Term 2 The World Around us: Poetry	Term 3 Close Study of Text	Term 4 Living the Fantasy
<b>Term Overview</b>	<b>Term Summary and Focus:</b> Students will develop their understanding of visual and language techniques and how these can create suspense in texts. They will improve the quality of their narratives through developing an understanding of how composers position responders to feel fear. Students will enhance their vocabularies to improve the complexity of their responses as they represent their understanding creatively in their own constructions of fear.	<b>Term Summary and Focus:</b> Students will study a range of poetry to develop their understanding of form. They will explore common poetic techniques and how they are used to create meaning in texts. Through this study students will implement their new knowledge into a multimodal presentation where they communicate their understanding of the key ideas, language and structure of the poetry studied in class.	<b>Term Summary and Focus:</b> In this unit, students develop their understanding of theme and how it can be represented in a novel. They closely analyse how themes can draw together the elements of a text. Students learn that themes can be represented through patterns in a text such as motif and/or characters. They will learn that themes can provide insight into the author's world and their own world.	<b>Term Summary and Focus:</b> Students explore the concept of genre and learn to identify in texts elements of a particular genre. Students will learn how to compare texts and explore the similarities and differences through the use of textual evidence. Students will develop skills in writing compound and complex sentences, building towards writing structured paragraphs. Students use this knowledge to assist in their creation of a range of persuasive texts.
<b>Subject Specific Requirements</b>	<b>Critical Thinking:</b> Students use their understanding of the fear genre to construct their own story where characters, plot and setting can be whatever they want it to be as long as the conventions of the genre are followed.	<b>Communication:</b> Students begin to connect their understanding of literature to real world values and emotions. Through their studies students develop their understanding of the learning opportunities literature provides and how meaning has changed overtime.	<b>Creative Thinking:</b> Students comprehend, deconstruct and personally respond to a set text in order to develop skills in critical thinking and how meaning is shaped through the composer's language.	<b>Critical Thinking:</b> Students develop their ability to think comparatively, studying multiple texts from the same genre to enable students to discover what they like, dislike and what makes a story truly engaging.
<b>Outcomes Addressed</b>	EN4-5C, EN4-9E, EN4-3B	EN4-2A, EN4-4B	EN4-1A, EN4-7D, EN4-8D	EN4-4B, EN4-6C, EN4- 1A
<b>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Assessment Overview</b>	<b>Creative and Reflection</b> Students construct their own unique world of fear using their skills in language and comprehension to craft an engaging and thrilling story that strikes fear in the reader.	<b>Multimodal</b> Students share their insights into the content studied to communicate clearly their understanding of poetry and how it reveals the beauty of our natural world.	<b>Critical Response</b> Students construct a sustained written analysis clearly identifying how composers have shaped meaning in their text in response to a set question/ idea or theme.	
<b>Due Date</b>	Term: 1 Week: 10	Term: 2 Week: 9	Term: 3 Week: 8	
<b>Outcomes Assessed</b>	EN4-5C, EN4-9E, EN4-3B	EN4-2A, EN4-4B	EN4-1A, EN4-7D, EN4-8D	
<b>Weighting</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	

**SUBJECT TITLE: Year 7 Mathematics**

**ASSESSMENT COMMENCES: TERM 1, 2022**

**HOURS: 100**

Term	Term 1 Number, Integers, Number Theory	Term 2 Fractions, Percentages, Decimals	Term 3 Angles and Algebra	Term 4 Equations, Time and 2D Shapes
<b>Term Overview</b>	<b>Term Summary and Focus:</b> Students compare, order and calculate with numbers, work with prime and composite numbers. They will develop skills in operating with indices, positive and negative numbers and investigate the Cartesian number plane.	<b>Term Summary and Focus:</b> Students will operate with fractions and percentages and develop skills to solve problems. They will use decimals in calculations and develop working mathematical skills.	<b>Term Summary and Focus:</b> Students will focus on demonstrating an understanding of angle relationships and parallel lines. They will develop an understanding of symbols and numbers by writing expressions using pronumerals and solve simple equations.	<b>Term Summary and Focus:</b> Students will solve equations involving real-life problems and develop an understanding of the properties of shapes and transformations of these.
<b>Subject Specific Requirements</b>	Students must bring a personal calculator.			
<b>Outcomes Addressed</b>	MA4-2WM, MA4-3WM, MA4-4NA, MA4-9NA, MA4-11NA	MA4-1WM, MA4-2WM, MA4-3WM, MA4-5NA,	MA4-1WM, MA4-2WM, MA4-3WM, MA4-8NA, MA4-17MG, MA4-18MG	MA4-1WM, MA4-2WM, MA4-3WM, MA4-8NA, MA4-10NA,
<b>Assessment</b>	<b>Task 1</b>		<b>Task 2</b>	<b>Task 3</b>
<b>Assessment Overview</b>	<b>Common Test</b> - Number operations, Integers		<b>Common Test</b> - Number Theory including indices, Fractions, Decimals, Percentages	<b>Common Test</b> - Geometry, Angles and Algebra, including one-step equations
<b>Due Date</b>	Term: 1 Week: 10		Term: 3 Week: 2	Term: 4 Week: 2
<b>Outcomes Assessed</b>	MA4-2WM, MA4-3WM MA4-4NA, MA4-11NA		MA4-1WM, MA4-2WM, MA4-5NA, MA4-9NA	MA4-1WM, MA4-3WM, MA4-8NA, MA4-10NA, MA4-18MG
<b>Weighting</b>	<b>30%</b>		<b>35%</b>	<b>35%</b>

**SUBJECT TITLE: Year 7 Science**

**ASSESSMENT COMMENCES: TERM 1, 2022**

**HOURS: 100**

Term	Term 1 Introduction, Matter, Classification	Term 2 Ecosystems and Rocks	Term 3 Mixing and separating	Term 4 Motion
<b>Term Overview</b>	<p><b>Term Summary and Focus:</b>  <b>Introduction to Science (WS)</b> Students use scientific inquiry to develop skills in applying the processes of Working Scientifically through a range of collaborative and individual hands-on practical experiences.  <b>Matter (CW1)</b> The properties of the different states of matter can be explained in terms of the motion and arrangement of particles.  <b>Classification (LW1)</b> There are differences within and between groups of organisms; classification helps organise this diversity.</p>	<p><b>Term Summary and Focus:</b>  <b>Ecosystems (LW5)</b> Science and technology contribute to finding solutions to conserving and managing sustainable ecosystems.  <b>Rocks (ES1)</b> Sedimentary, igneous and metamorphic rocks contain mineral and are formed by processes that occur within Earth over a variety of timescales.</p>	<p><b>Term Summary and Focus:</b>  <b>Mixing and separating (CW3)</b> Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques.</p>	<p><b>Term Summary and Focus:</b>  <b>Motion (PW1)</b> Changes to an object's motion is caused by unbalance forces acting on the object.  <b>Forces (PW2)</b> The action of forces that act at a difference may be observed and related to everyday situations.</p>
<b>Subject Specific Requirements</b>	<p>Develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to your lives now and in the future.                      Develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed                      Develop knowledge, understanding of and skills in applying the processes of Working Scientifically.                      Develop knowledge of the Physical World, Earth and Space, Living World and Chemical world, and understanding of about the nature, development, use and influence of science.</p>			
<b>Outcomes Addressed</b>	16CW, 14LW	15LW, 12ES	16CW	10PW, 12ES
<b>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>		<b>Task 3</b>
<b>Assessment Overview</b>	<b>Practical task</b>	<b>Research task</b>		<b>Semester 2 Examination</b>
<b>Due Date</b>	Term: 1 Week: 8	Term: 2 Week: 9		Term: 4 Week: 3
<b>Outcomes Assessed</b>	6WS, 7WS, CW1	8WS, 9WS, ES2		16CW, 10PW, 7WS
<b>Weighting</b>	<b>30%</b>	<b>30%</b>		<b>40%</b>

**SUBJECT TITLE: Year 7 HSIE (Geography)****ASSESSMENT COMMENCES: TERM 1, 2022****HOURS: 50**

<b>Term</b>	<b>Term 1 Landscapes and Landforms</b>	<b>Term 2 Place and Liveability</b>
<b>Term Overview</b>	<b>Term Summary and Focus:</b> Students will explore: <ul style="list-style-type: none"> <li>• the value of landscapes and landforms</li> <li>• changing landscapes</li> <li>• landscape management and protection</li> <li>• geomorphic hazard</li> </ul>	<b>Term Summary and Focus:</b> Students will explore: <ul style="list-style-type: none"> <li>• influences and perceptions</li> <li>• access to services and facilities</li> <li>• environmental quality</li> <li>• community</li> <li>• enhancing liveability</li> </ul>
<b>Subject Specific Requirements</b>	Students will be expected to complete fieldwork using permaculture garden and school grounds	Students will be expected to complete fieldwork collecting survey data from local neighbourhood.
<b>Outcomes Addressed</b>	GE4-1, GE4-2, GE4-4, GE4-5, GE4-7	GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8
<b>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>
<b>Assessment Overview</b>	<b>Topic and Skills</b> Landscapes and Landforms	<b>Field Work Report</b> Suburb Survey Regarding Liveability
<b>Due Date</b>	Term: 1 Week: 8	Term: 2 Week: 3
<b>Outcomes Assessed</b>	GE4-1, GE4-2, GE4-4, GE4-5, GE4-8	GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8
<b>Weighting</b>	<b>50%</b>	<b>50%</b>

**SUBJECT TITLE: Year 7 HSIE (History)**

**ASSESSMENT COMMENCES: TERM 3, 2022**

**HOURS: 50**

Term	Term 3 Investigating the Ancient past	Term 3 Ancient Egypt	Term 4 Ancient China
<b>Term Overview</b>	<p><b>Term Summary and Focus:</b> Students will develop their knowledge of course content and historical skills, including:</p> <ul style="list-style-type: none"> <li>• Historical terms and concepts</li> <li>• Analysis and use of sources</li> <li>• Empathetic understanding</li> <li>• Recognising different viewpoints</li> <li>• Research</li> <li>• Communication in written and other forms</li> </ul>	<p><b>Term Summary and Focus:</b> Students will investigate the ancient world including how we find out about the ancient past, in the ancient civilisation of Egypt through:</p> <ul style="list-style-type: none"> <li>• Historical terms and concepts</li> <li>• Analysis and use of sources</li> <li>• Empathetic understanding</li> <li>• Recognising different viewpoints</li> </ul>	<p><b>Term Summary and Focus:</b> Students will investigate the ancient world including how we find out about the ancient past, in the ancient civilisation of China through:</p> <ul style="list-style-type: none"> <li>• Historical terms and concepts</li> <li>• Analysis and use of sources</li> <li>• Empathetic understanding</li> <li>• Recognising different viewpoints</li> </ul>
<b>Subject Specific Requirements</b>	Students will complete a Virtual Tour Study using VR Goggles		
<b>Outcomes Addressed</b>	HT4-1, HT4-5, HT4-6, HT4-9	HT4-3, HT4.8, HT4-10	HT4-2, HT4-6, HT4-9
<b>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Assessment Overview</b>	<b>Topic Test</b> Investigating the Ancient Past	<b>Research Task</b> Ancient Egypt	<b>Yearly Exam – Source based skills</b> Ancient Egypt and Ancient China
<b>Due Date</b>	Term: 3 Week: 6	Term: 3 Week: 9	Term: 4 Week: 3
<b>Outcomes Assessed</b>	HT4-1, HT4-5, HT4-6	HT4-3, HT4-10	HT4-2, HT4-6, HT4-9
<b>Weighting</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

**SUBJECT TITLE: Year 7 PDHPE – Personal Development, Health and Physical Education**

**ASSESSMENT COMMENCES: TERM 1, 2022**

**HOURS: 75**

Term	Term 1 Celebrating Diversity	Term 2 Be smart don't start	Term 3 Managing safety and risk	Term 4 Positive relationships
Term Overview Theory	Term Summary and Focus: Celebrating Diversity	Term Summary and Focus: Be Smart, Don't Start	Term Summary and Focus: Managing Safety and Risk	Term Summary and Focus: Positive Relationships
Term Overview Practical	Term Summary and Focus: Unit 1 - Fundamental Movement Skills Unit 2 – Fitness	Term Summary and Focus: Unit 1 - Athletics Unit 2 - Net Court	Term Summary and Focus: Unit 1 - Invasion Games	Term Summary and Focus: Unit 1 - Striking & Fielding
Subject Specific Requirements	Students will receive a PDHPE work booklet.			
Outcomes Addressed	Theory - PD4-1, PD4-2, PD4-3, PD4-6, PD4-9, PD4-10 Practical- PD4-4, PD4-5	Theory- PD4-2, PD4-6, PD4-7, PD4-8, PD4-9 Practical - PD4-4, PD4-5, PD4-11	Theory- PD4-1, PD4-6, PD4-7, PD4-8, PD4-9, PD4-10 Practical - PD4-4, PD4-5, PD4-8	Theory- PD4-1, PD4-2, PD4-3, PD4-6, PD4-9, PD4-10 Practical - PD4-4, PD4-5, PD4-8
Assessment	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
Assessment Overview	<b>Practical and Reflective Task</b> Fundamental Movement Skills	<b>Practical Task</b> Athletics Skill Assessment	<b>In-Class Task</b> Bike safety campaign	
Due Date	Term: 1 Week: 5	Term: 2 Week: 6	Term: 3 Week: 9	
Outcomes Assessed	PD4-4, PD4-5	PD4-4, PD4-5, PD4-11	PD4-2, PD4-6, PD4-7, PD4-8	
Weighting	<b>40%</b>	<b>30%</b>	<b>30%</b>	

**SUBJECT TITLE: Year 7 Visual Arts****ASSESSMENT COMMENCES: TERM 1, 2022****HOURS: 50**

Term	Term 1 The fundamentals of art	Term 2 Exploring Pop Art	Term 3 Exploring Surrealism	Term 4 Installation
<b>Term Overview</b>	<b>Term Summary and Focus:</b> Students learn about the fundamentals of art making and art theory including an introduction to the frames, conceptual framework and elements and principles of art. Students explore art history and recognise that the fundamentals of art construct meaning in artwork.	<b>Term Summary and Focus:</b> Students explore the conceptual practice of Pop Art and create artworks inspired by the Pop Art Movement.	<b>Term Summary and Focus:</b> Students use their imagination and deeply felt experiences to develop different techniques that explore Surrealism. Students begin to identify and seek to explain how artists and audiences can interpret signs, symbols and codes to create meaning in artwork.	<b>Term Summary and Focus:</b> Students explore and use their experience with the world around them to develop a series of installation artworks that represent the landscape. Students research the practice of Andy Goldsworthy and begin to identify and to explain how artists attempt to challenge traditional notions of art through the exploration of the environment.
<b>Subject Specific Requirements</b>	Nothing required, equipment and materials supplied by the school.			
<b>Outcomes Addressed</b>	4.1, 4.3, 4.5, 4.9	4.1, 4.4, 4.7, 4.8	4.1, 4.4, 4.6, 4.10	4.1, 4.2, 4.7
<b>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Assessment Overview</b>	Making Activities and Conceptual Case Study	Pop Art Case Study	Surrealism Case Study and Surreal Artwork	
<b>Due Date</b>	Term: 1 Week: 9	Term: 2 Week: 5	Term: 3 Week: 10	
<b>Outcomes Assessed</b>	4.1, 4.5, 4.9	4.7, 4.8	4.4, 4.6, 4.10	
<b>Weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	

**SUBJECT TITLE: Year 7 Music**

**ASSESSMENT COMMENCES: TERM 1, 2022**

**HOURS: 50**

Term	Term 1 Let's Make Music	Term 2 Let's Make Music	Term 3 Let's Make More Music	Term 4 Let's Make More Music
<b>Term Overview</b>	<b>Term Summary and Focus:</b> To provide with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement in performing, composing and listening, and to allow a range of music to have a continuing role in their lives.	<b>Term Summary and Focus:</b> To provide with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement in performing, composing and listening, and to allow a range of music to have a continuing role in their lives.	<b>Term Summary and Focus:</b> Students will continue to develop knowledge, understanding and skills in the concepts of music through performing as a means of self-expression, interpreting musical symbols, and developing solo and or ensemble techniques	<b>Term Summary and Focus:</b> Students will develop knowledge, understanding and skills in the concepts of music through composing as a means of self-expression, musical creation and problem solving.
<b>Subject Specific Requirements</b>	Access to class set of untuned and tuned percussion and class set of Keyboards with headphones	Access to class set of untuned and tuned percussion and class set of Keyboards with headphones	Computer access for research task.	Keyboards, Guitars, Ukuleles, bucket drumming.
<b>Outcomes Addressed</b>	MUS4.1, MUS4.3, MUS4.7, MUS4.9	MUS4.1, MUS4.3, MUS4.7, MUS4.9	MUS4.1, MUS4.3, MUS4.7, MUS4.9	MUS4.4, MUS4.5, MUS4.11, MUS4.12
<b>Assessment</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Assessment Overview</b>		<b>Keyboard Performance</b> In-Class	<b>Research Task</b> PowerPoint research and presentation	<b>Keyboard Performance</b> In-Class
<b>Due Date</b>		Term: 2 Week: 3	Term: 3 Week: 3	Term: 4 Week: 4
<b>Outcomes Assessed</b>			MUS4.1, MUS4.3, MUS4.7, MUS4.9	MUS4.4, MUS4.5, MUS4.11, MUS4.12
<b>Weighting</b>		<b>25%</b>	<b>25%</b>	<b>50%</b>



**SUBJECT TITLE: Year 7 Technology Mandatory**

**ASSESSMENT COMMENCES: TERM 1, 2022**

**HOURS: 100**

Term	Term 1	Term 2	Term 3	Term 4
<b>Term Overview</b>	<b>Term Summary and Focus:</b> Trends in Technology. Students are provided with opportunities to plan and manage ideas to solve real world problems using digital technologies. Students have the opportunity to display and develop their ICT skills prior to applying this knowledge toward the 3D Hero's Unit.	<b>Term Summary and Focus:</b> 3D Hero's. Students will undertake the 3D Hero's unit and use the Build-flow Software to design, produce & evaluate a 3D printed item. In this unit students learn programming concepts and commands to modify to suit various needs.	<b>Term Summary and Focus:</b> Grow & thrive. Agriculture and Food Technologies focuses on managed environments. Students will learn about sustainable environments in the Permaculture Garden and transfer this knowledge using raw materials harvested to be utilised in the kitchen.	<b>Term Summary and Focus:</b> Fantastic Food Students are provided with opportunities to develop knowledge and understanding about food selection and preparation, to make food safely. Making informed choices when experimenting with food selection and preparation to identify, produce and implement nutritious menus.
<b>Subject Specific Requirements</b>	Each Context area requires separate Personal Protective Equipment and Work Health and Safety requirements. A portfolio and Practical Project will be completed each Semester.			
<b>Outcomes Addressed</b>	TE4-1DP, TE4-7DI, TE4-10TS	TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI, TE4-10TS	TE4-1DP, TE4-5AG, TE4-6FO	TE4-1DP, TE4 5AG, TE4 6FO
<b>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Assessment Overview</b>	<b>Common Assessment Task</b> The Design Process (Year 7 Cohort ONLY)	<b>Portfolio/Booklet</b> Related to Specific Context Area	<b>Practical Project</b> Production of Designed Solutions Related to Specific Context Area	
<b>Due Date</b>	Term: 1      Week: 9	Term: 2      Week: 9	Term: 3      Week: 9	
<b>Outcomes Assessed</b>	TE4-1DP, TE4-7DI, TE4-10TS	TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI, TE4-5AG, TE4-6FO, TE4-10TS	TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI, TE4-5AG, TE4-6FO, TE4-10TS	
<b>Weighting</b>	<b>25%</b>	<b>50%</b>	<b>25%</b>	

\*NOTE: Students will take on a pattern of study for TAS that is determined by the class they are in and the accessibility of resources throughout Stage 4.

**SUBJECT TITLE: Year 7 Language - Italian**

**ASSESSMENT COMMENCES: TERM 1, 2022**

**HOURS: 50**

Term	Term 1 Nice to meet you	Term 2 My School Life	Term 3 La Famiglia	Term 4 Sports and Young People's Interests
<b>Term Overview</b>	<b>Term Summary and Focus:</b> The <b>Nice to meet you</b> unit includes Introductions and presentations in Italian, including simple formal and informal modes. Students learn to exchange information on pleasantries, names, ages, countries, nationalities and languages spoken. They are introduced to the concept of the Italian language and the use of dialects and their emergence. A link is made to the ATSI languages and dialects phenomenon over the years, including a brief look at our local ATSI-Dharawal.	<b>Term Summary and Focus:</b> The <b>My School Life</b> unit provides students with the knowledge of school life in Italy. Students learn the necessary language of school items, subjects, timetable, school areas and simple classroom commands, learning the use of the imperative form. Discussions are held comparing and contrasting school life in Australia and Italy, including cultural perceptions towards education as a whole.	<b>Term Summary and Focus:</b> The <b>La Famiglia</b> unit allows students to communicate about family and develop an understanding of family cultures in Australian and Italian Speaking contexts. Students can describe their family members, including names, ages and use of descriptive adjective while doing so. Students will be given the opportunity to understand that families exist across cultures in many different forms. Family culture and values help shape our identity.	<b>Term Summary and Focus:</b> Sports and Young People's Interests will explore the themes of sport, film, and music in both Australian and Italian Society. Students will spend time discussing the above themes including their personal preferences and favourite genres. They will compare, contrast and develop an appreciation of the latter, including the perceptions of both cultures. This will provide students with the ability to make connections with the global community and help improve mental, emotional and physical well-being.
<b>Subject Specific Requirements</b>	Students should engage with their Google Classroom where copies of important documentation, classwork and language sites/videos are posted weekly. They should also engage with digital learning sites as: Quizlet, languages online, digital dialects etc to practice language structures and pronunciation.			
<b>Outcomes Addressed</b>	LIT4-1C, LIT4-2C, LIT4-3C, LIT4-4C, LIT4-5U, LIT4-6U, LIT4-7U	LIT4-1C, LIT4-2C, LIT4-3C, LIT4-4C, LIT4-5U, LIT4-6U, LIT4-7U	LIT4-1C, LIT4-2C, LIT4-3C, LIT4-4C, LIT4-5U, LIT4-6U, LIT4-7U	
<b>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Assessment Overview</b>	Interacting Task	Accessing and Responding Task	Composing Task	
<b>Due Date</b>	Term: 1 Week: 9	Term: 2 Week: 9	Term: 3 Week: 9	
<b>Outcomes Assessed</b>	LIT4-1C, LIT4-5U, LIT4-6U, LIT4-7U	LIT4-2C, LIT4-3C, LIT4-6U, LIT4-7U, LIT 4-8U	LIT4-4C, LIT4-6U, LIT4-7U, LIT4-8U	
<b>Weighting</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	

