

WARRAWONG HIGH SCHOOL

Year 7

Learning and Assessment Booklet 2023



Education &
Communities





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.

What You Need to Know About Assessment	3
What You Have to Do To Achieve in Assessment	4
How You Prepare for Assessment	5
If You Do Not Complete a Formal Assessment Task	6
Your Formal Assessment Planner	7

Subject Learning and Assessment Overviews

English	9
Mathematics	10
Science	11
HSIE - Geography	12
HSIE - History	13
PD/H/PE – Personal Development and Health Physical Education	14
Visual Arts	15
Music	16
Technology Mandatory	17
Language	18



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 may 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 may 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 may 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

2023 YEAR 7 FORMAL ASSESSMENT PLANNER

SEMESTER 1

WEEKS	TERM 1	TERM 2
1		
2		
3		
4		
5	PDHPE – Practical and Reflective Task (40%)	HSIE (Geography) – Field Work Report (25%) Visual Arts – Case study on Pop Art (20%) Reports Due to HT
6		PDHPE – Practical Task (30%) Music – Research Task (30%)
7		
8	Science – Practical task (35%) HSIE (Geography) – Topic and Skills (25%)	
9	Mathematics – Common Task (30%) Visual Arts – Critical and historical studies (40%) Music – Keyboard Performance (30%) Technology Mandatory – Common Assessment Task (30%) Language (Italian) – Interacting Task (30%)	English – Multimodal (40%) Technology Mandatory – Portfolio/Booklet (40%) Language (Italian) – Accessing and Responding Task (40%)
10	English – Creativity and Reflection (30%)	

2023 YEAR 7 FORMAL ASSESSMENT PLANNER

SEMESTER 2

WEEKS	TERM 3	TERM 4
1		
2	Mathematics – Common Task (35%)	Mathematics – Common Task (35%) HSIE (History) – Research Task (20%)
3		Science – Semester 2 Examination (30%)
4		
5		Reports Due to HT
6	Science – Research task (35%)	HSIE (History) – Yearly Exam (15%)
7	HSIE (History) – Topic Test (15%)	
8	English – Critical Response (30%) Music – Keyboard Performance (40%)	
9	PDHPE – In-Class Task (30%) Technology Mandatory – Practical Project (30%) Language (Italian) – Composing Task (30%)	
10	Visual Arts – Case study and Body of work (40%)	

SUBJECT TITLE: Year 7 English**ASSESSMENT COMMENCES: TERM 1, 2023****HOURS: 100**

Term	Term 1 Exploring Values	Term 2 The World Around us: Poetry	Term 3 Close Study of Text	Term 4 Living the Fantasy
Term Overview	Term Summary and Focus: In this unit, students will analyse and compare the ways in which value systems impact our actions and reactions. Students will explore how texts represent ideas and can influence responders and shape who we are as individuals. They will learn to use the terminology associated with literacy to enrich their analysis of visual texts and their ability to construct visual texts. Students will use the Warrawong High School values, Respect, Resilience and Responsibility to guide their learning.	Term Summary and Focus: 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.	Term Summary and Focus: 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	Term Summary and Focus: 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.
Subject Specific Requirements	Creative Thinking: Students will study a variety of texts including visual texts to develop skills in creative thinking and representation to explore our social ideologies.	Communication: 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.	Critical Thinking: 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.	Critical Thinking: 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.
Outcomes Addressed	EN4-1A; EN4-7D; EN4-8D	EN4-1A; EN4-7D; EN4-8D	EN4-1A; EN4-7D; EN4-8D	EN4- 1A; EN4-4B; EN4-6C
Assessment	Task 1	Task 2	Task 3	
Assessment Overview	Creativity and Reflection Students construct a picture book targeted at young children to teach the importance of respect, responsibility, or resilience in individuals. Through their stories students demonstrate an understanding of the significance of values and	Multimodal Students share their insights into the content studied to clearly communicate their understanding of poetry and how it reveals the beauty of our natural world.	Critical Response 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.	
Due Date	Week: 10	Week: 9	Week: 8	
Outcomes Assessed	EN4-1A; EN4-3B; EN4-7D; EN4-9E	EN4-2A; EN4-3B, EN4-4B; EN4-5C	EN4-1A; EN4-7D; EN4-8D	
Weighting	30%	40%	30%	

SUBJECT TITLE: Year 7 Mathematics
ASSESSMENT COMMENCES: TERM 1, 2023
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
Term Overview	Term Summary and Focus: 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.	Term Summary and Focus: Students will operate with fractions and percentages and develop skills to solve problems. They will use decimals in calculations and develop working mathematical skills.	Term Summary and Focus: 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.	Term Summary and Focus: Students will solve equations involving real-life problems and develop an understanding of the properties of shapes and transformations of these.
Subject Specific Requirements	Students must bring a personal calculator.			
Outcomes Addressed	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,
Assessment	Task 1		Task 2	Task 3
Assessment Overview	Common Task - Number operations, Integers		Common Task - Number Theory including indices, Fractions, Decimals, Percentages	Common Task - Geometry, Angles and Algebra, including one-step equations
Due Date	Week: 9		Week: 2	Week: 3
Outcomes Assessed	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
Weighting	30%		35%	35%

SUBJECT TITLE: Year 7 Science
ASSESSMENT COMMENCES: TERM 1, 2023
HOURS: 100

Term	Term 1 Introduction and Matter	Term 2 Space, Classification and Ecosystems	Term 3 Rocks and Mixing and Separating	Term 4 Mixing and Separating and Forces
Term Overview	Term Summary and Focus: Introduction to Science (WS) 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. Matter (CW1) The properties of the different states of matter can be explained in terms of the motion and arrangement of particles.	Term Summary and Focus: Space (12ES) Explains predictable phenomena on Earth. Compares models of the solar system and looks at how ideas from other cultures and technological developments have contributed to our current understanding. Classification (LW1) There are differences within and between groups of organisms; classification helps organise this diversity. Ecosystems (LW5) Science and technology contribute to finding solutions to conserving and managing sustainable ecosystems.	Term Summary and Focus: Rocks (ES1) Sedimentary, igneous and metamorphic rocks contain mineral and are formed by processes that occur within Earth over a variety of timescales. Mixing and separating (CW3) Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques.	Term Summary and Focus: Mixing and separating (CW3) Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques. Motion (PW1) Changes to an object's motion is caused by unbalance forces acting on the object. Forces (PW2) The action of forces that act at a difference may be observed and related to everyday situations.
Subject Specific Requirements				
Outcomes Addressed	16CW	12ES, 14LW, 15LW	12ES, 16CW	16CW, 10PW
Assessment	Task 1		Task 2	Task 3
Assessment Overview	Practical task		Research task	Semester 2 Examination
Due Date	Week: 8		Week: 6	Week: 3
Outcomes Assessed	6WS, 7WS, CW1		8WS, 9WS, ES2	16CW, 10PW, 7WS
Weighting	35%		35%	30%

SUBJECT TITLE: Year 7 HSIE (Geography)**ASSESSMENT COMMENCES: TERM 1, 2023****HOURS: 50**

Term	Term 1 Landscapes and Landforms	Term 2 Place and Liveability
Term Overview	Term Summary and Focus: Students will explore: <ul style="list-style-type: none">• the value of landscapes and landforms• changing landscapes• landscape management and protection• geomorphic hazard	Term Summary and Focus: Students will explore: <ul style="list-style-type: none">• influences and perceptions• access to services and facilities• environmental quality• community• enhancing liveability
Subject Specific Requirements	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.
Outcomes Addressed	GE4-1, GE4-2, GE4-4, GE4-5, GE4-7	GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8
Assessment	Task 1	Task 2
Assessment Overview	Topic and Skills Landscapes and Landforms	Field Work Report Suburb Survey Regarding Liveability
Due Date	Week: 8	Week: 5
Outcomes Assessed	GE4-1, GE4-2, GE4-4, GE4-5, GE4-8	GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8
Weighting	25%	25%

SUBJECT TITLE: Year 7 HSIE (History)**ASSESSMENT COMMENCES: TERM 3, 2023****HOURS: 50**

Term	Term 3 Investigating the Ancient past	Term 4 Ancient Egypt	Term 4 Ancient China
Term Overview	Term Summary and Focus: Students will develop their knowledge of course content and historical skills, including: <ul style="list-style-type: none"> • Historical terms and concepts • Analysis and use of sources • Empathetic understanding • Recognising different viewpoints • Research • Communication in written and other forms 	Term Summary and Focus: Students will investigate the ancient world including how we find out about the ancient past, in the ancient civilisation of Egypt through: <ul style="list-style-type: none"> • Historical terms and concepts • Analysis and use of sources • Empathetic understanding • Recognising different viewpoints 	Term Summary and Focus: Students will investigate the ancient world including how we find out about the ancient past, in the ancient civilisation of China through: <ul style="list-style-type: none"> • Historical terms and concepts • Analysis and use of sources • Empathetic understanding • Recognising different viewpoints
Subject Specific Requirements	Students will complete a Virtual Tour Study using VR Goggles		
Outcomes Addressed	HT4-1, HT4-5, HT4-6, HT4-9	HT4-3, HT4.8, HT4-10	HT4-2, HT4-6, HT4-9
Assessment	Task 1	Task 2	Task 3
Assessment Overview	Topic Test Investigating the Ancient Past	Research Task Ancient Egypt	Yearly Exam – Source based skills Ancient Egypt and Ancient China
Due Date	Week: 7	Week: 2	Week: 6
Outcomes Assessed	HT4-1, HT4-5, HT4-6	HT4-3, HT4-10	HT4-2, HT4-6, HT4-9
Weighting	15%	20%	15%

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

ASSESSMENT COMMENCES: TERM 1, 2023

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: Positive Relationships	Term Summary and Focus: Managing Safety and Risk
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, PD4-2, PD4-3, PD4-6, PD4-9, PD4-10 Practical - PD4-4, PD4-5, PD4-8	Theory- PD4-1, PD4-6, PD4-7, PD4-8, PD4-9, PD4-10 Practical - PD4-4, PD4-5, PD4-8
Assessment	Task 1	Task 2	Task 3	
Assessment Overview	Practical and Reflective Task Fundamental Movement Skills	Practical Task Athletics Skill Assessment	In-Class Task Cyber Bullying Assessment	
Due Date	Week 5	Week 6	Week 9	
Outcomes Assessed	PD4-4, PD4-5	PD4-4, PD4-5, PD4-11	PD4-1, PD4-3, PD4-6, PD4-9, PD4-10	
Weighting	40%	30%	30%	

SUBJECT TITLE: Year 7 Visual Arts
ASSESSMENT COMMENCES: TERM 1, 2023
HOURS: 50

Term	Term 1 The fundamentals of art	Term 2 Exploring Pop Art	Term 3 Exploring Surrealism	Term 4 Installation
Term Overview	Term Summary and Focus: 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.	Term Summary and Focus: Students explore the conceptual practice of Pop Art and create artworks inspired by the Pop Art Movement.	Term Summary and Focus: 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.	Term Summary and Focus: 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.
Subject Specific Requirements	Students work in their VAPD and use art materials provided. Students wear appropriate clothing and protective wear.			
Outcomes Addressed	4.1, 4.6, 4.9	4.7, 4.8	4.3, 4.5, 4.10	4.2, 4.4
Assessment	Task 1	Task 2	Task 3	
Assessment Overview	Critical and historical studies 10% VAPD 30%	Case study on Pop Art 20%	Case study on Surrealism 10% Body of work 30%	
Due Date	Week: 9	Week: 5	Week: 10	
Outcomes Assessed	4.1, 4.6, 4.9	4.7, 4.8	4.3, 4.5, 4.10	
Weighting	40%	20%	40%	

SUBJECT TITLE: Year 7 Music**ASSESSMENT COMMENCES: TERM 1, 2023****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
Term Overview	Term Summary and Focus: 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.	Term Summary and Focus: 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	Term Summary and Focus: 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.	Term Summary and Focus: 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.
Subject Specific Requirements	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.	Keyboards, Guitars, Ukuleles, bucket drumming.
Outcomes Addressed	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
Assessment	Task 1	Task 2	Task 3	
Assessment Overview	Keyboard Performance In-Class	Research Task PowerPoint research and presentation	Keyboard Performance In-Class	
Due Date	Week: 9	Week: 6	Week: 8	
Outcomes Assessed	MUS4.1, MUS4.3, MUS4.7, MUS4.9	MUS4.1, MUS4.3, MUS4.7, MUS4.9	MUS4.4, MUS4.5, MUS4.11, MUS4.12	
Weighting	30%	30%	40%	

SUBJECT TITLE: Year 7 Technology Mandatory
ASSESSMENT COMMENCES: TERM 1, 2023
HOURS: 100

Term	Term 1	Term 2	Term 3	Term 4
Term Overview	Term Summary and Focus: 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.	Term Summary and Focus: 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.	Term Summary and Focus: 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.	Term Summary and Focus: 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.
Subject Specific Requirements	Each Context area requires separate Personal Protective Equipment and Work Health and Safety requirements. A portfolio and Practical Project will be completed each Semester.			
Outcomes Addressed	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
Assessment	Task 1	Task 2	Task 3	
Assessment Overview	Common Assessment Task The Design Process (Year 7 Cohort ONLY)	Portfolio/Booklet Related to Specific Context Area	Practical Project Production of Designed Solutions Related to Specific Context Area	
Due Date	Week: 9	Week: 9	Term: 3 week: 9	
Outcomes Assessed	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	
Weighting	30%	40%	30%	

*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, 2023
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
Term Overview	Term Summary and Focus: The Nice to meet you - Piacere 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. Students are introduced to the Italian language, including 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 dialect -Dharawal.	Term Summary and Focus: The My School Life - La Mia Scuola 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.	Term Summary and Focus: The My Family - La Mia Famiglia 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 and connect with others.	Term Summary and Focus: Sports and Young People's Interests - Gli Sport ed interessi dei giovani 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.
Subject Specific Requirements	Students should engage with their Google Classroom where copies of important documentation, classwork and language sites/videos are posted weekly. This also includes digital learning sites as: Quizlet, Languages online, Blooket, Kahoot, Digital dialects and the like to practice language structures and pronunciation.			
Outcomes Addressed	LIT4-1C, LIT4-2C, LIT4-3C, LIT4-4C, LIT4-5U, LIT4-6U, LIT4-7U, LIT4-8U	LIT4-1C, LIT4-2C, LIT4-3C, LIT4-4C, LIT4-5U, LIT4-6U, LIT4-7U, LIT4-8U	LIT4-1C, LIT4-2C, LIT4-3C, LIT4-4C, LIT4-5U, LIT4-6U, LIT4-7U, LIT4-8U	
Assessment	Task 1	Task 2	Task 3	
Assessment Overview	Interacting Task	Accessing and Responding Task	Composing Task	
Due Date	Week: 9	Week: 9	Week: 9	
Outcomes Assessed	LIT4-1C, LIT4-5U, LIT4-6U, LIT4-8U	LIT4-2C, LIT4-3C, LIT4-7U, LIT4-8U	LIT4-4C, LIT4-6U, LIT4-7U	
Weighting	30%	40%	30%	

