



Year 7
Assessment
Booklet
2024

Sir Joseph Banks High School

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Principal's Message



Mr Gharibeh, Principal

Welcome to Sir Joseph Banks High School. We are sure you are going to enjoy learning at this school for the years you are with us. You will make many friends and be part of school life at Sir Joseph Banks High School. There are many opportunities for students at this school and we hope you get really involved with these. You will study new courses and work with teachers who work hard to help you learn successfully. We expect a lot at this school and we are sure you will do your best to strive for 'excellence, innovation, opportunity and success' – our school motto!

Success in your courses will be achieved through your hard work, dedication and commitment to course requirements. To meet this challenge, you need to attend school regularly and be punctual to every class. If we have concerns about your attendance, the school will contact your family. Your parents or caregivers may also contact us at any time for details of absences and partial absences from school throughout the year. A permanent computer-based record is kept of daily and period attendance and of lateness. This record is attached to your school reports.

Wearing school uniform correctly by students in all years is compulsory and is highly supported by students and staff. This helps to create a positive learning environment which supports our school's excellent reputation and helps to identify you as a student of our school. Students must wear full uniform for every day of school – this means having at least two sets of uniform.

I feel sure that Sir Joseph Banks High School will provide you with all the educational opportunities necessary for you to build your capacity as you strive towards achieving your personal best. You and your learning are our main concern and we know there will be successful partnerships between parents, caregivers, staff and students in your first year of high school.

Deputy Principal's Message



Mr Palmer, Year 7 Deputy Principal 2024

I would like to warmly welcome you as a new member of our school community and congratulate you on your acceptance at Sir Joseph Banks High School.

The commencement of high school is a new and exciting time for students and parents with lots of new challenges and routines. There are many opportunities and programs which aim to develop students' learning, leadership, sporting, performing and social development. I encourage all students to be as actively involved in the school as possible and ensure that they take advantage of the many extra curricula activities on offer. This will not only make school enjoyable, it will also provide students with the opportunity to explore avenues that they may not have previously experienced. Through the various programs at Sir Joseph Banks High School, we have helped to produce, musicians, writers, scientists, sportspeople, artists, community and business leaders.

One of the most obvious changes for students in high school is that they are allocated specialist teachers and learning spaces. If at any time you would like to discuss your child's progress, the Year 7 Year Adviser should be your first point of call. The Year Adviser will be able to inform you of your child's overall academic and social progress and will happily work with you to support your child.

I look forward to working with parents, students and teachers in providing the most positive and productive learning environment for our young people.

Year Adviser's Message



Mr Manno
Year Adviser



Ms Jocelyn
Assistant Year Adviser

Year 7 Advisers 2023

Sir Joseph Banks High School is widely acknowledged for its approach to student support and welfare. We understand that good teaching and learning is underpinned by positive and productive relationships between students, families, teachers and our community partners.

The role of the Year Adviser is to assist in student welfare matters, monitor attendance and punctuality and support commitment to learning. Each year is assigned a Year Adviser and Assistant Year Adviser to ensure that support and guidance is given to students as needs arise.

We look forward to supporting and guiding you in Year 8 and beyond.

Help and how to get it

Issues/concerns	Who to see
Advice on students' academic progress, attitude to work and learning, conduct in class.	Teachers Head Teachers
Assistance with student welfare matters, attendance and punctuality, commitment to learning.	Year Adviser Assistant Year Adviser
Help for students experiencing personal, social, psychological or learning problems.	Deputy Principal Year Advisers Student Services Team: - Student Support Officer - School Counsellor - Head Teacher Learning Support
Advice about curriculum, current and future training and career options.	Senior Transition Team: - Head Teacher Secondary Studies - Careers Adviser
For all issues relating to assessment tasks, students are expected to liaise with their class teacher or relevant Head Teacher	Deputy Principal Head Teacher Learning Support
Advice regarding school contributions and subject fees.	Deputy Principal School Administrative Manager
Bus and train travel.	Front Office

This booklet has been designed to support student understanding of assessment at Sir Joseph Banks High School. It outlines what students will study in each subject throughout the year and how students will be assessed.

Structure of Curriculum in Year 7

In Year 7, students study a Connected Curriculum (CC) – known as Curious Creators - and Masterclasses.

The Connected Curriculum is made up of the learning outcomes from English, Mathematics, Science, History, PDHPE and TAS. Students develop their skills in communication, critical thinking, collaboration and creativity through the investigation of real world concepts across KLAs.

To compliment the Connected Curriculum, students also study Masterclasses in English, Mathematics, Science, History, PDHPE, Music and Languages. The Masterclasses focus on developing a student's content knowledge and skills.

It is the student's responsibility to satisfactorily complete each course to the best of their ability.

SATISFACTORY COMPLETION OF A COURSE ✓
Satisfactory completion of a course looks like...

YES

- Followed the course developed or endorsed by NESA
- Applied diligence & sustained effort to the tasks & coursework
- Achieved some or all of the outcomes

UNSATISFACTORY COMPLETION OF A COURSE ✗
Unsatisfactory completion of a course looks like...

NO

- Excessive absence or lateness to school or class
- Poor achievement in class & assessments due to lack of application & effort
- Poor class behaviour
- Not completing assessment tasks, homework &/or classwork
- Plagiarising, copying or cheating

What is Assessment?

Assessments are all of the different ways that teachers measure student success as a learner.

Students have the right to:

- be informed of the assessment processes of your school and NESA
- receive clear guidelines relating to the requirements of each assessment task
- be told in advance of the due date for each assessment task
- access feedback for an individual task at the time it is returned to you.

Students have the responsibility to:

- become familiar with and follow the assessment requirements set by your school
- complete all set tasks on time, or talk to your teacher about what is required if you can't meet a deadline
- avoid Academic Misconduct, that is behaviour which may be considered cheating, including plagiarism, and ensure that all assessment work is your own or acknowledges the contribution of others
- follow up any concerns you have with tasks at the time they are marked and returned.

There are different types of assessment used to assess student progress:

Assessment FOR Learning (Informal or formative assessment)

This is designed to enhance teaching and improve student learning. It gives students opportunities to improve and develop their knowledge, understanding and skills. Teachers assess student achievement in class formally as they complete their work using a whole range of strategies including self assessment and peer assessment.

Assessment OF Learning (formal assessment tasks)

This assists teachers to assess student achievement against outcomes and standards. This usually occurs at the end of a unit of work, a term, a semester, a school year or a stage. This information gained from all assessment is used in reporting student achievement against each of the syllabus outcomes and to determine grades for reports.

Examples of assessment activities (for both formal and informal tasks)

Topic test	Observation of student learning
Project	Classroom activities and participation
Presentation	Homework assignment
Research assignment	Mini tests or quiz
Portfolio	Group and pair work
Practical task	Peer assessment
Formal examination	Experiment
Essay	Bookwork
Model	Speech
Performance	

Structure of Assessment: Stage 4 Connected Curriculum

Student assessment will occur in the Curious Creators class through:

- One formal assessment for each project the students complete in Curious Creators.
- The formal assessment will be made up of a series of 'Checkpoints' or mini tasks to make up the whole assessment task.
- No 'take home' assessment tasks.
- All tasks form the basis of inquiry in the Curious Creators class, therefore, students will be working towards the final project product in their Curious Creators classes.

Structure of Assessment: Stage 4 Masterclasses

- Consists of ongoing assessments, tasks and examinations.
- Ongoing assessments include written work, oral work, practical work, tests, assessment tasks and assignments as is appropriate to the course.

Masterclasses support the CC classes in delivering course outcomes. Students will demonstrate ongoing achievement of the outcomes in their Masterclasses through a variety of in-class learning experiences that inform learning.

Year 7 Reports

The school formally reports on student progress twice each year; Semester 1 report (issued at the end of Term 2) and a Semester 2 report (issued at the end of the year).

The report for Year 7 Connected Curriculum combines student self reporting as well as teacher judgements and contains:

- A scale of achievement for each outcome for each of the projects. This achievement scale will detail the student's judgement on their achievement alongside a teacher judgement of the student's achievement.
- A scale of achievement for the general capabilities in each project – this scale relates to how a student perceives they have achieved the skills of the project.
- A teacher comment and/or student comment relating to the achievement of each of the projects.

The report for Year 7 Masterclasses contains:

- Course result distribution scale, which indicates a student's individual result as compared to the cohort.
- Overall achievement based on the student's areas of learning which is described using the O-L five point grade scale.
- Teacher comment on Areas of Strength and Next Steps for learning.

Procedures for Assessment

Assessment Task Notification

Assessment task notifications may be issued to students approximately two weeks before an assessment task is due (other than formal examinations). Students sign the Submission of Assessment Task form to indicate they have received the notice. If a student is away from school on the day of the Assessment Task Notification, it is their responsibility to see the teacher to receive the notification.

The assessment task notification will outline:

- the syllabus outcomes the task is measuring
- how much the task is worth as a percentage (Weighting %)
- instructions on how to complete the task
- marking criteria.

Students must sign the teacher's Assessment Notification form to register that they have received the task.

Weighting of Tasks

Each task is worth a percentage towards the total grade. This is called 'weighting'. Teachers use the assessment marks achieved throughout the course to determine each student's final overall grade.

Changes to Assessments

At times, assessments may not always occur on the dates printed on the assessment schedule. If an assessment date is changed, the teacher will notify students in writing.

Applying for an extension

If something unexpected or serious happens while a student is working on an assessment task, preventing them from completing the task by the due date, the student should see the Head Teacher to ask for an [Assessment Task Request for Extension](#) at least 24 hours before a task is due.

- Extensions **will only be granted in exceptional circumstances** (please note that leave granted for holidays does NOT constitute exceptional circumstances).
- The Head Teacher will consider the application in consultation with the class teacher.
- The Head Teacher will decide and notify the student and class teacher in writing as soon as possible of the outcome, including the length of the extension if granted.
- Class teachers cannot grant extensions.
- In the case of denied extensions, students can appeal to their Deputy Principal.

Submission of an Assessment Task

- All work should be submitted or performed on the due date, during the lesson that the task is due.
- Students should keep a hard and digital copy of the task. Loss of task will not be accepted as a valid reason for late submission.
- Students should submit work in person and should be present at school for all timetabled periods that day.

Electronic Submission

- A teacher may decide that electronic submission is the most appropriate way for a task to be handed in.
- In this case, the teacher will clearly outline in the task notification when and how the task is to be submitted electronically.
- It is the **student's responsibility** to ensure that the task is submitted on time and that the correct documents are attached to the submission and ensure that all work is complete. All electronic submissions will have evidence of date and time of turn in.

Late Submission of a task or Failure to Submit a Task

- Failure to submit a task on time will result in the following penalty:
 - 10% per day
 - Zero mark after 5 days
 - Lack of Application letter.
- Tasks submitted on the due date but after the due time will be deemed a late submission and a penalty will be awarded along with a Lack of Application letter.
- It is expected that students will complete a missed examination, in class assessment task or test **on the first day they return to school** after missing the task.
 - **In class assessments** – students should see their class teacher before school on the morning of their first day back to confirm arrangements for completing the task.
 - If there is no documentation supporting their absence (eg medical certificate) then the penalty applies.
 - **Exams** – students should provide a medical certificate to their teacher with an Appeal Form attached on the first day back at school to arrange an alternate time to do the exam.

Non Serious Attempt at an Assessment Task

- Students who do not make a serious attempt in their assessments, will receive a Lack of Application letter and may receive a zero mark for the task.

Absence or Partial Absence from School on the Due Date

- If a student is going to be absent from school, they should notify the Head Teacher as soon as possible. Students will also be required to complete an [Assessment Task Missed Due to Illness/Misadventure/Absence Appeal Form](#)
- If a student is absent from school, for whatever reason, they must make alternative arrangements to submit the task on time (this may involve electronic submission) but a hard copy of the task (if required) should be handed in to the class teacher **on the first day** the student returns to school.
- If a student is on suspension when a task is due, they will still be required to submit the task by the due date and time (electronic submission is advisable). If this is an examination, an arrangement can be made at the discretion of the Principal.
- If a student is absent due to illness, they **must provide a medical certificate** as proof of illness on their return to school and submit the task as soon as returning to school with the completed appeal form.
- If the absence is an extended illness, the marks from a similar task may be used to modify or estimate results in consultation with the Head Teacher. Students must provide evidence and must be presented to support the absence.

Unforeseen Circumstances / Special Consideration

- At times a student's result in an Assessment Task or Examination may be impacted by circumstances outside of their control on or near the due date of a task. This may include things such as illness or a family emergency. The student or their parent/caregiver needs to contact the Deputy Principal as soon as possible to make alternative arrangements for submission or completion of the task.

An Appeal form must be submitted on their first day of returning to school. [Assessment Task Missed Due to Illness/Misadventure/Absence Appeal Form](#)

- The Head Teacher in consultation with the relevant Deputy Principal, will make a decision about the appeal and the option of awarding the student an estimate mark.
- No extensions of time will be granted other than in exceptional circumstances.
 - Holidays, routine medical or dental appointments, part time work commitments and routine sporting commitments will not be considered as valid reasons for extensions.
 - Documentary evidence, for example, a medical certificate, will be required. Head Teachers are under no obligation to accept such evidence if they have reason to suspect its validity.

Technology Failure

- Occasionally a student's ability to complete an Assessment Task may be impacted by the failure of technology.
- In this case the student must follow the normal procedure for an Extension (if the problem occurs prior to the submission of a task) OR Special Consideration (if the problem occurs on the due date). [Assessment Task Missed Due to Illness/Misadventure/Absence Appeal Form](#) or [Assessment Task Request for Extension](#)
- Evidence must be presented to support the claim of technology failure and the IT staff may be consulted to determine the validity of the claim.
- The relevant Deputy Principal will make the final determination in all cases of technology failure.
- **It is the student's responsibility** to retain a regularly **backed up copy** of all their school work either on an external drive or a USB so that if there is a problem with their computer their work is not lost.

Alleged Malpractice in Assessment Tasks or Examinations

Malpractice, or cheating, is 'dishonest behaviour by a student that gives them an unfair advantage over others'. A student found plagiarising (including the use of Artificial Intelligence AI), cheating or any other form of academic misconduct may be awarded a zero mark for that task. The student may be issued with a Lack of Application letter and will be required to resubmit the task.

Plagiarism (copying someone else's work and claiming that it is your work):

- Collusion (allowing someone to copy your work).
- Using materials from books, journals, CDs or the internet without acknowledging the source).
- Submitting work that has a large contribution from another period that is not acknowledged.
- Communicating with other students during an assessment or examination.
- Using forbidden aids (this includes bringing notes, or any electronic device into an assessment or examination, whether or not they are used).
- Use of Artificial Intelligence (AI).

Appeals

- If a student believes an error has been made in the marking of a task, they should notify the teacher and discuss the issue with them.
- If this does not resolve the issue, the student (or their parent) should inform the Head Teacher of the circumstances and issues.
- The Head Teacher will investigate in consultation with the class teacher and student and will make a decision, notifying the student of the outcome, within seven days.
- If the student, or their parent, is still not satisfied with the outcome they can appeal, in writing, to the Deputy Principal for a formal review.
- A Formal Review will be conducted within seven days of receiving a formal appeal, with the student and parents notified in writing of the outcome and the reasons for it.

Awarding Grades

The O to L grade scale summarises the standard (or quality) of achievement associated with each grade. The scale describes:

- the depth of knowledge and understanding, and
- the range of skills that students working at that standard typically show.

Grades are given for individual achievement. Students will get the grade that best matches the standard of their achievement. Teachers should consider all evidence gathered and should **not** be limited to a set number of children allocated to each grade within their class or school.

Grades are one aspect of school reporting to parents. Other important tools include:

- teacher comments
- parent/teacher/child interviews, and
- ongoing communication to share information about student effort and application.

About the Common Grade Scale

The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

Grade	Description
Outstanding	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
High	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
Sound	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
Basic	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Limited	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Students with a disability may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

Students with Special Educational Needs

Assessment for students with special educational needs who are accessing the regular course varies according to the learning needs of the student and the requirements of the task. Schools are responsible for making decisions around adjustments to coursework and assessment tasks.

Teachers may need to make adjustments to assessment practices for some students with special educational needs so that they are able to demonstrate what they know and can do in relation to syllabus outcomes and content. The types of adjustments made will vary, based on the needs of individual students.

These may be:

- Adjustments to the assessment process, for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology.
- Adjustments to assessment activities, for example rephrasing questions or using simplified language, fewer questions or alternative formats for questions.
- Alternative formats for responses, for example written point form or notes, scaffolded structured responses, short objective questions or multimedia presentations.

Providing adjustment does not restrict a student's access to the full range of grades or marks.

Students with Disabilities

- The Disability Standards for Education require that all students with disabilities are able to access all learning and assessment in the same way as any other student.
- Students may have a disability in one of four areas: cognitive (eg learning difficulties), sensory (eg vision impairment), physical or social-emotional (eg anxiety disorder).
- The parents of students with disabilities must ensure that the school has access to all necessary documentation to ensure that they are able to understand and cater for the educational needs of the student.
- If necessary, adjustments are made to Assessment Tasks or examinations so that students with disabilities are able to demonstrate their knowledge and skills.
- These students are still able to be graded using the standards referenced approach even though the form of assessment may vary from other students.
- Adjustments and provisions will be determined on an individual basis by the Learning Support staff in consultation with the student, their parents and their teacher.

Life Skills

Assessment of students with disabilities who are unable to access the regular course outcomes may be provided an opportunity to undertake Life Skills courses. The decision to place a student on a RoSA Life Skills pathway, is a consultative process between the school, the student, the parents or caregivers and other significant personnel.

Assessment in Life Skills provides opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses will be assessed by collecting evidence and reflecting on the student performance in relation to the outcomes identified for each individual child. These students are not required to

attend school for subject exams during examination periods. Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support.

The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. Students must demonstrate the identified learning outcomes that are aligned with their Individual Education Plan (IEP).

STEPS TO MANAGE ASSESSMENT TASKS

Due Dates	Keep a diary of assessment activities and other commitments
Be prepared	Start your tasks early so you can ask for help if needed
Set deadlines	Break tasks into small steps & set deadlines for completing them
Be organised	Record sources of information you use as you find them so the bibliography is not a big task at the end
Save	Save and back up any digital work regularly or use a cloud based platform to save your work
Keep	Keep all your drafts and copies of your resources
Keep	Keep a copy of any work you submit for marking
Consult	talk with teachers for any assistance in completing the task

STEPS TO PREPARE FOR LEARNING

Devices	Bring your charged Chromebook or Laptop every lesson
Bookwork	Bring your subject specific books every lesson
Equipment	Pack your equipment for each subject the night before
Be On Time	Be on time for learning

Assessment Schedules

These are issued to students by their course teachers.

Due dates on Assessment Schedules are an approximation and are subject to change. Students may be given two weeks' notice before each assessment task to confirm the date.

Student Instructions:

- Ensure you have collected all assessment schedules for your courses from your class teachers.
- Keep this assessment booklet for future reference.
- Be prepared for learning and follow the procedures.

The subjects Year 7 students will study are listed below.

Curious Creators – Connected Curriculum

English

Geography

Language

Mathematics

Music

Personal Development, Health and Physical Education

Science

Technology

Curious Creators – Connected Curriculum

In the Connected Curriculum, students engage in the connected learning outcomes from English, Mathematics, Science, HSIE, TAS and PDHPE. Students complete projects, demonstrating their understanding of big ideas and concepts through practical application of knowledge and understanding as well as demonstration of the 4Cs – Communication, Collaboration, Creative and Critical Thinking.

Students will learn about their identity, how to make a healthy living application for a smart device and how to develop a sustainable community incorporating elements of town planning and design.

Students will learn how to self-assess and give feedback to their peers. They will also engage in the process of contributing to their own reports through self-reflection of their progress and in the 4Cs.

Curious Creators – Connected Curriculum Assessment Schedule

Semester 1

Task	Project	Product to be Assessed	KLAs Assessed	
1	Identity	Website	English Geography Technology PDHPE Mathematics	Report 1
2	Shark Tank	Healthy Living App	Technology PDHPE English Mathematics Science Geography	Report 2

Semester 2

Task	Project	Product to be Assessed	KLAs Assessed	
3	Sustainable City	Cardboard City Town Planning	English Mathematics Science Geography Technology PDHPE	Report 1

Welcome to English!

English is about developing skills to enable you to experiment with ideas and expression and to become active, independent and lifelong learners. You will be studying English every year from Year 7 until you finish in Year 12.

You will be reading lots of interesting books and have the opportunity to participate in the Premier's Reading Challenge. You will also be reading, writing and listening to songs and poetry. You will be given the chance to discuss traditional stories, as well as learning poetry and narratives.

The English faculty also takes care of the school debating teams and runs lots of competitions. Perhaps you'll get involved in representing the school or be chosen for special writing programs.

We hope you enjoy your study of English and that you find it challengingand rewarding.

Topics studied in Year 7 include:

- Australian Identity
- Exploring the World Around Us Through Poetry
- Novel Story
- How Has Technology Changed?

For Year 7, there are no formal examinations, however students will undertake a maximum of four formal assessment tasks throughout the year.

English Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	10	Biography	Australian Identity	25%
2	2	2	Digital Anthology	Exploring the World Around Us Through Poetry	25%
3	3	10	Diary Entry	Novel / Short Stories	25%
4	4	4	Blog / Podcast	How Has Technology Changed?	25%

Geography

Geography is the study of places and the relationships between people and their environments.

It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world.

Through the study of Geography, students are encouraged to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

Geography emphasises the role, function and importance of the environment in supporting human life from local to global scales. It also emphasises the important interrelationships between people and environments and the different understandings of these relationships. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.

Topics covered

- Topic 1: Place and Liveability
- Topic 2: Interconnections
- Topic 3: Water in the World
- Topic 4: Landscapes and Landforms

Geography Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	6	TEEAL Paragraph	Place and Liveability	15%
2	2	7	Vlog	Interconnections	35%
3	3	10	Presentation	Water in the World	50%

Language – French

Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world. Proficiency in languages provides a national resource that serves communities within Australia and enables the nation to engage more effectively with the global community.

Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both background speakers and second or additional language learners. Through the development of communicative skills in a language and understanding of how language works as a system, students further develop literacy in English, through close attention to detail, accuracy, logic and critical reasoning. Learning languages exercises students' intellectual curiosity, increases metalinguistic awareness, strengthens intellectual, analytical and reflective capabilities and enhances creative and critical thinking.

Students:

- Develop and interest in and enjoyment in language learning.
- Appreciate and value their own heritage, culture and identity.
- Appreciate and respect the culture, beliefs and values of others through language learning.

Language – French Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	10	Topic Test and Conversation	Greetings and Introductions	25%
2	2	9	Topic Test and Conversation	Numbers and Age	25%
3	3	9	Topic Test and Conversation	Family and Food	25%
4	4	5	Topic Test and Script	School and Home	25%

Mathematics

Mathematics has been one of the major driving forces in advancing human civilization on our planet. Most of today's technological achievements in areas such as medicine, space exploration, engineering, economics, astronomy and digital revolution owe a lot to the study of mathematics.

In Year 7, students will be introduced to fundamental concepts and principles of Mathematics. They will be explicitly taught topics from the three mathematical strands: Number and Algebra; Measurement and Geometry; Statistics and Probability. Information and Communication Technology (ICT) is used to complement student learning.

Learning Outcomes

The Year 7 Mathematics syllabus has been developed within the parameters set by the Australian Curriculum. This course is designed to achieve the following outcomes:

- Engage and challenge all students to maximise their individual talents and capabilities for lifelong learning.
- Enable all students to develop positive self-concepts, and their capacity to establish and maintain safe, healthy and rewarding lives.
- Prepare all students for effective and responsible participation in their society, taking account of moral, ethical and spiritual considerations.
- Encourage and enable all students to enjoy learning, and to be self-motivated, reflective, competent learners who will be able to take part in further study, work or training.
- Promote a fair and just society that values diversity.
- Promote continuity and coherence of learning and facilitate transition between primary and secondary schooling.

Mathematics Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	7	In Class Test	Computation with Integers and Indices	25%
2	2	10	In Class Test	Fractions, Decimals and Percentages	25%
3	3	10	In Class Test	Length, Area and Volume	25%
4	4	4	In Class Test	Angle Relationships	25%

The junior Music syllabus gives students the opportunity to develop their skills in listening, performing, composing and researching a wide variety of music repertoires.

Students will become familiar with the four families of musical instruments and identify musical elements in listening activities. Students will have the opportunity to learn to play several songs and pieces on the keyboard and guitar. Students will also develop basic notational skills that will enable them to read and write music, and have a go at composition by experimenting with rhythm/melodic patterns.

Music Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	10	Performance	Pitch and Duration	30%
2	2	3	Performance/Composition	Instrument of Music	20%
3	3	10	Performance	Rock Music	30%
4	4	2	Quiz (musicology and listening)	All previous topics	20%

Personal Development, Health and Physical Education

The aim of this course is to enable every student to value and lead a healthy and fulfilling lifestyle. Knowledge will help students make informed decisions about lifestyle practices and thereby assist to develop the self-esteem and social wellbeing of the individual. Participation in activities such as gymnastics, dance, personal fitness and games will improve students' movement skills and further enhance their fitness potential.

These units of work are studied by students.

- Changes and Challenges
- Respectful Relationships
- Don't Box Me In
- Harder, Better, Faster, Stronger
- Gymnastics
- Dance
- Athletics
- Oztag/Touch Football
- AFL
- Speedball
- Initiative Games

PDHPE Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	4 Ongoing	In Class Written Task Practical	Respectful Relationships Gym/Dance	30%
2	2	1-5	Practical	Athletics	20%
3	3	5	In Class Written Task Practical	Don't Box Me In AFL	30%
4	4	1-4	Observation	Initiative Games	20%

The study of Science in Year 7 begins the development of students' scientific knowledge and understanding, skills and values and attitudes within broad areas of science.

Along with the development of knowledge and concepts in these areas, students are required to acquire and demonstrate skills in human communication, computer technology and experimentation, as well as social and natural environmental awareness.

These units of work are studied by students.

- Working as a Scientist
- Separating Mixtures
- Cells
- States of Matter

Science Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	8	Writing a Scientific Report	Working as a Scientist	25%
2	2	6	Skills Test	Working as a Scientist Separating Techniques	25%
3	3	8	Making Model and Writing Task	Cells	25%
4	4	4	Yearly Exam	Cells and States of Matter	25%

Technology

The Technology course for Year 7 students introduces them to the design process through the completion of two different Technology units. In Technology – Timber, students will be introduced to the excitement of the timber learning space as they study the design process by designing and manufacturing a timber and resin platter. In Technology – Food, students will learn skills in producing nutritious snack foods and main meals suitable for a growing teen and a family. A focus on skill development, nutrition and learning how to cook for life is a major theme throughout this unit.

Technology Assessment Schedule

Task*	Term	Week	Type	Topic	Weight
1	1 & 2 or 3 & 4	Ongoing	In Class Practical	Technology – Food	20%
2	2 or 4	5	Practical and Folio	Technology – Food	30%
3	1 or 3	10	Chopping Board & Folio	Technology – Timber	20%
4	2 or 4	6	Pencil Box & Folio	Technology – Timber	30%

* Task dependent on rotation of Semester

