Girraween High School

2025

Year 7

Assessment Policy Booklet

as at 02/05/2025

Ammended: HSIE Scope and Sequence, HSIE Assessment (17/2/2025)
English Scope and Sequence (02/05/2025)

Contents

Assessment Overview

Assessment encompasses the collection and evaluation of evidence regarding a student's learning. It plays a crucial role in teaching and learning, serving multiple purposes. Effective assessment can boost student engagement and motivation, especially when it encourages interaction among teachers, peers, and various resources.

Assessment provides valuable opportunities for teachers to gather evidence of student achievement relative to defined outcomes. It allows students to showcase their knowledge and skills, clarifies their understanding of concepts, promotes deeper learning, and confirms that their current understanding is a solid foundation for future learning.

New South Wales (NSW) syllabuses advocate for an integrated approach to teaching, learning, and assessment. The three key types of assessment are:

1. **Assessment for Learning**: This approach involves teachers using evidence about students' skills and understanding to guide their teaching. Often referred to as formative assessment, it typically occurs throughout the learning process to enhance clarity in student learning.
2. **Assessment as Learning**: In this approach, students take on the role of assessors of their own learning. They monitor their progress, ask reflective questions, and apply various strategies to evaluate what they know and how to leverage assessment for further learning.
3. **Assessment of Learning**, commonly referred to as summative assessment. This type of assessment is used to rank or grade students and typically occurs at key points in the learning cycle, such as the half Year and end of year, when students receive reports detailing their levels of skill, knowledge, and understanding achieved.

Both assessment for learning and assessment as learning share common elements, including self-assessment, peer assessment, and strategies that encourage students to actively monitor their own learning. Feedback, combined with evidence, helps teachers and students determine readiness for subsequent learning phases or identify areas requiring additional focus to strengthen knowledge, understanding, and skills.

It's important to note that not all tasks assigned to students will be assessment tasks. Students are expected to complete all assigned work, not just those designated for assessment.

Assessment Schedule Booklet and Time frames

This Assessment Booklet provides you with an assessment schedule for each of your subjects. Each assessment schedule lists for each task: type of task, ***approximate date*** (Term and Week), anticipated Areas of Learning to be assessed and weightings. At the conclusion of the subject assessment schedules in this Assessment Booklet is a Summary of Assessment Tasks – this will allow you to draw up your own diary of assessment tasks to assist you in managing and completing these tasks. If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

Note that the dates listed in the assessment schedules and in the Summary of Assessment Tasks are APPROXIMATE.

Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.

Note that the teacher notification has precedence over any information listed in the assessment schedules and Summary of Assessment Tasks contained in this Assessment Booklet – that is, details of assessment tasks listed in this Assessment Booklet (such as type of task, date of the task, Areas of Learning to be assessed, and weightings) may change from the date of issue of the booklet, so the notification given by the teacher will be used to list the correct details for each assessment task.

Attendance

Attendance at all timetabled classes is compulsory, especially on days when assessment tasks are being conducted or submitted.

Students must provide an authorised reason for any absence, accompanied by a written note from a parent or caregiver.

It is the student's responsibility to catch up on missed work and to ascertain if any assessment tasks were set during their absence. No automatic extensions are granted for students who are absent on the day the notice of a task is given.

Submission of Tasks

For assessment tasks completed outside the classroom:

- A Statement of Authenticity and Academic Integrity, issued upon notification of the task, must be signed by the student and submitted with the completed assessment task.
- Students must follow the school's guidelines for Acknowledging Sources in Assessment Tasks.
- All tasks need to be submitted by the designated date and time specified by the teacher.

Tasks submitted after the designated time will be considered LATE, unless exceptional circumstances apply. Late submissions will incur the following penalties:

- A note will be sent home, and a copy will be placed in the student's central file and provided to the Year Adviser and Deputy Principals.
- Students will lose 20% of their marks per day until the task is submitted, with a maximum loss of 100% after five days. For example, a task due on Thursday and submitted the following Monday will incur an 80% penalty.

All faculties need to maintain a record of submitted tasks. Tasks must be submitted in accordance with the instructions from the faculty.

Extensions to Due Dates or Special Consideration

Extensions for completing tasks may only be granted by the appropriate Head Teacher. Students must apply well before the due date and extensions will only be considered for severe illness or other exceptional circumstances. If an extension is not granted, the task must be submitted on the due date, even if incomplete. Late submissions without prior approval will incur mark deductions.

Prior Knowledge of Absence

Students who have a school-related scheduling conflict (e.g., zone athletics) on the day of an in-class assessment must inform the relevant teacher or Faculty Head Teacher in advance. If a student anticipates being absent on the submission date of a hand-in assignment, the student needs to submit the assignment before or on the due date, where possible. If this cannot happen then a parent note outlining reasons needs to be handed in to the classroom teacher or subject Head Teacher.

Absence Due to Illness/Misadventure and Submission of Tasks

Students are responsible for submitting all assessment tasks on time. Absence on the due date does not constitute valid grounds for an extension unless exceptional circumstances arise. Students should aim to complete tasks to the best of their ability and parents need to inform the school immediately if circumstances prevent them from doing so. If a student is absent on the day of an assessment task, the parent should inform the school in writing of the reason for the absence, submitting this written notification to both the classroom teacher and the Front Office at the earliest opportunity. It is also recommended to obtain a doctor's certificate for the day(s) absent.

If a student is absent, the Head Teacher may:

- Authorise completion of the assessment task or an alternative task upon the student's return.
- Grant an extension of time.
- Determine an alternative mode of assessment.

Performance in an alternative task may be reviewed by the Subject Head Teacher if it does not match the student's previous performance or if the task's difficulty is not comparable to the original.

Technology and Assessment Tasks

Students must ensure all work is backed up and take reasonable precautions against technology failure, as it is not a valid reason for late submission. Students should:

- Regularly back up work on external storage.
- Save work on the school server.
- Verify that their software is compatible with school technology.

All electronic submissions must be checked in advance to ensure accessibility. Hard copies should ideally be printed at home to avoid last-minute issues. No mobile phones or technological devices are permitted during in-class assessments or major examinations.

Oral Tasks

Oral tasks usually comprise a written submission and an oral presentation. Written submissions must be handed in on time, and late submissions will incur penalties at the rate of 20% per day. Students must be present for their oral presentation on the designated day. If absent, they will be marked LATE unless exceptional circumstances apply.

Zero Marks

A ZERO mark may be awarded when a student:

- Submits a task more than five days late without a valid reason.
- Does not attempt a task (non-attempt).
- Does not make a serious attempt at a task.
- Engages in serious malpractice.

Parents/guardians will be informed in writing, and the notification will be placed in the student's central file.

Malpractice in Assessment Tasks

Each student's mark will reflect their own work. All sources must be acknowledged in accordance with the school's guidelines. Malpractice, including plagiarism, will not be tolerated and can lead to a ZERO mark. Examples of malpractice include:

- Cheating or assisting others to cheat.
- Copying or using materials without appropriate acknowledgment.
- Submitting work with significant contributions from others.
- In possession of a mobile phone or smart watch during a test

Students suspected of malpractice may be required to provide evidence of their own work.

Plagiarism

Plagiarism is a form of **malpractice** or **cheating**.

Plagiarism is presenting another person's work as your own work by copying or reproducing it without acknowledgement of its source.

Plagiarism includes, but is not limited to:

- substantial parts of your presented or submitted assessment task has been copied from the work of someone else
- your assessment task contains a substantial body of copied material (including from the internet) without acknowledgement of the source through correct referencing
- engaging another person to produce or conduct research for your assessment task.

Plagiarism is seldom an issue when students properly acknowledge the source of the material. When completing an assessment task outside the classroom, to avoid the risk of plagiarism, students need to do two things – use in-text references and complete a Reference List.

Students found to be guilty of plagiarism in an assessment task could receive **ZERO marks** for the task.

Artificial Intelligence

Using AI to complete assessment tasks may breach academic honesty and constitute malpractice. Students should produce original work to demonstrate their understanding and skills. Any work generated by AI may be considered plagiarism, potentially resulting in a ZERO mark.

Disputes Regarding Assessment Tasks

Students have the right to discuss marks awarded in a task with their class teacher. If dissatisfied with the response, they should consult the Head Teacher on the day the task is returned.

Disability Provisions

Girraween High School adheres to NESA guidelines regarding Disability Provisions. Students with documented disabilities may apply for reasonable adjustments in assessments. Applications should be directed to the Deputy Principal.

Identification of Students with Disabilities

Students with diagnosed disabilities must provide documentation from a relevant professional. School counsellors may recommend students for Disability Provisions, which will be assessed by the Deputy Principal.

Disability Provisions and Modifications

Reasonable adjustments such as small group supervision, rest breaks, or specialised equipment will be provided as needed based on documentation.

Acknowledging Sources in Assessment Tasks

Referencing

Referencing is a method of acknowledging the variety of sources of information and ideas that you have used while completing assessment tasks outside the classroom. Its purpose is to acknowledge the original source of ideas and work that is not your own. Direct quotations, facts and figures, as well as ideas and theories, from both published and unpublished works, must be referenced. Referencing is necessary to avoid plagiarism, to verify quotations and paraphrasing, and to enable readers (and markers) to follow up and read more fully the cited author's work.

Information that you are required to reference includes:

- quotations (exact words), or paraphrasing (information rewritten in your own words)
- ideas, arguments or specific information (such as statistics) proposed and developed by someone else.

The following types of sources do not need to be acknowledged:

- your own experiences or experimental results
- your original ideas, arguments or compositions
- common knowledge.

Common knowledge includes:

- facts that are commonly known (such as there are 12 months in a year)
- statements of facts that are easily available in a number of different kinds of sources (such as World War II began in 1939).

Referencing generally has two key elements:

- □ an in-text reference (that is, within the text of the assessment task) that indicates you have used a phrase, idea or concept from someone else
- □ a complete Reference List at the end of the assessment task giving full details of all sources referred to in the assessment task.

There are many referencing systems available. At Girraween High School, the **Harvard Style** of referencing is to be used when completing assessment tasks outside the classroom. If an assessment task is not referenced in the required format, you may be suspected of plagiarism.

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving **ZERO marks** for that task.

Harvard Style Referencing Guide

In-text References

If you directly quote an author, discuss their ideas, research or paraphrase their text in your assessment task, you must provide an in-text reference (that is, within the text of your task) acknowledging their name, the year of publication, e.g. (Smith & Jones 2016)

You must then list all the references cited in your task, with full bibliographic details in alphabetical order, in your Reference List at the end of your task.

Quote

If you include a direct quote (word-for-word), the in-text citation must include the page number/s where the quotation appeared, e.g. … "correct referencing is a necessity" (Smith & Jones 2016, p. 16). Page numbers are also required when paraphrasing specific information.

When 30 or more words are quoted, quotation marks are NOT used. Instead, begin quoting the material on a new line and indent the text 5 spaces (use the Indent tool to keep all lines of the quote evenly indented) and include specific page number(s) in your in-text reference.

Paraphrase

This is where you use someone else's ideas, information, theories etc, but rewrite it in your own words. Note that no quotation marks are used here.

Example: *"*Satellites can be out into orbit around the Earth, the orbital velocity depends on the altitude above the Earth's surface." In other words, orbital velocity depends on the radius of orbit. (Warren 2008, p. 17)

Note

- When no author is available, cite the work by its title in both its in-text citation, e.g. (Smith 2009), and in the reference list. In the reference list, ignore articles such as "A", "An", and "The" when alphabetising by title.
- When no publication date is available, use n.d. (no date) in the place of the year, e.g. Smith (n.d.) notes that …
- If a DOI (Digital Object Identifier) is available for your source, place it at the end of the reference as shown in the journal article example below.

Creating a Reference List

Your references must appear at the end of your task in a new section entitled Reference List. The references listed are arranged alphabetically by author. Where a source has no author, it is cited by its title and ordered in the list alphabetically by the first significant word of the title. Start a new line for each reference.

A Reference List only includes material from sources such as books, journals and electronic sources, including the internet, which are cited within the assessment task.

For some courses, such as Stage 6 Society and Culture, a Bibliography may be required. A Bibliography is a list of relevant sources of all materials you read while preparing and writing your task, even if they were not all referenced within the actual assessment task. Your teacher will inform you if a Bibliography is needed and the format to be used.

Books & Articles

Type	In-Text Citation	Reference List
Book with one author	… notes its prominence (Weller 2011) OR Weller (2011) notes that …	Weller, M 2011, *The digital scholar: how technology is transforming academic practice*, Bloomsbury Publishing, New York.
Magazine Article	(Rick & Erlandson 2009) (Rick & Erlandson 2009, p. 952)	Rick, TC & Erlandson, JM 2009, 'Coastal exploitation', *Science*, 21 August, pp. 952-953.
Newspaper Article	(Browne 2010) (Browne 2010, p. 45)	Browne, R 2010, 'This brainless patient is no dummy', *Sydney Morning Herald*, 21 March, p. 45.

Online Resources

Type	In-Text Citation	Reference List
Email	SENDER'S NAME (sender's email address), date. *Subject of message*. Email to RECIPIENT'S NAME (recipient's email address) Jones (2008) stated...	JONES, A (ajones@hotmail.com), 4 May 2008, *Writing essays*. Email to D. BROWN (d.brown@hotmail.com)
eBook	… the most prestigious of the British universities (Bhopal & Danaher 2013) *OR* Bhopal and Danaher (2013) suggest …	Bhopal, K & Danaher, PA 2013, *Identity and pedagogy in higher education: international comparisons*, e-book, Bloomsbury Academic, London, viewed 15 February 2018, https://ebookcentral.proquest.com
Web page with author/s listed *Follows the same author formatting as other resources*	… notes its prominence (Palmer 2008) *OR* Palmer (2008) notes that …	Palmer, LF 2008, *Insufficient milk syndrome: a fallacy becomes a reality,* viewed 15 February 2018, http://babyreference.com/insufficient-milk-syndrome-a-fallacy-becomes-a-reality/
Web page without author/s *Title becomes main entry, use full title in-text; subsequent in-text citation can be abbreviated*	… its demise (*$250m funding boost for malaria vaccine* 2003) Subsequent entries: … (*$250m funding boost* 2003)	*$250m funding boost for malaria vaccine 2003,* viewed 15 February 2018, http://www.abc.net.au/news/2003-09-22/250m-funding-boost-for-malaria-vaccine/1482220/
Web page without a date *Use (n.d.) instead of a year*	…in assessment (Australian College of Midwives n.d.) OR The Australian College of Midwives (n.d.) state that …	Australian College of Midwives n.d., *Midwifery practice review*, viewed 15 February 2018, https://www.midwives.org.au/what-mpr
Online Journal article with one author *Follow this format for articles from databases or in print*	(Clark 2003)	Clark, J 2003, 'Estimating the area of Virginia', *Journal of Online Mathematics and its Applications*, vol. 3, viewed 6 October 2009, http://mathdl.maa.org/mathDL/4/?pa=content&sa=viewDocument&nodeId=507 .
YouTube and other streaming video	… colour (Vsauce 2013) OR Vsauce (2013) posits that …	Vsauce 2013, *Is your red the same as my red?*, online video, viewed 15 February 2018, https://www.youtube.com/watch?v=evQsOFQju08
Image	(Willison & O'Regan 2006)	Willison, J & O'Regan, K 2006, Research skill development framework, viewed 14 December 2010, http://www.adelaide.edu.au/clpd/rsd/framework/

University of Newcastle Library, August 2018. Based on the Style Manual for Authors, Editors and Printers, 6th edition, using the Monash Harvard style.

For more information and for the latest update to referencing, please visit

https://www.adelaide.edu.au/library/ua/media/4332/library-qrg-harvard-referencing.pdf

English Assessment Schedule — Year 7 - 2025

Type and Description of Task	Modes	Overall Weighting	Outcomes	Due Date
1. Voices of Protest **In-class Task - Persuasive Writing (30%)** This task will require students to compose an inspirational, persuasive speech related to the Voices of Protest unit.	Writing	30%	EN4-RVL-01 EN4-URB-01 EN4-ECA-01	**Term 1** **Week 9**
2. Myths **In class task - Narrative (30%)** This task requires students to write a narrative that is an appropriation.	Reading Writing	30%	EN4-RVL-01 EN4-URA-01 EN4-ECA-01	**Term 2** **Week 8 - 9**
3. Yearly Examination - Crime Fiction **In -class Task - Part A – (20%)** Students will be required to respond to an essay question on Agatha Christie's play The Mousetrap. **Part B- (20%)** - Students will complete a reading task, responding to unfamiliar texts.	Reading Writing	40%	EN4-RVL-01 EN4-URA-01 ENA-ECA-01	**Term 3** **Week 9**
		100%		

English Scope and Sequence Year 7 - 2025

Overview:

English 7–10 builds on the foundational skills developed in the earlier years to support the growing knowledge, understanding and skills in the areas of Reading, viewing and listening to texts, Understanding and responding to texts and Expressing ideas and composing text.

Term	Topic	Approximate Duration	Outline
1	Voices of Protest	10 Weeks	In this unit of work students will study texts thematically related to protest and environmental concerns. The unit will include a range of short texts such as poetry, song lyrics, multimodal texts, feature articles and essays to study English concepts such as argument, authority, perspective and point of view.
2	Myths, Hero's Journey. Percy Jackson and the Lightning Thief. R. Riordan.	10 Weeks	Texts: Rick Riordan, Percy Jackson and the Lightning Thief. Stephen Fry, Mythos and Fry's Heroes. English concepts to be explored through the novel and extracts from Stephen Fry include context, literary value and intertextuality.
3	Crime Fiction – The Mousetrap. A. Christie.	10 Weeks	Texts: Agatha Christie, The Mousetrap (Drama) and a short film from The Agatha Christie Hour collection. English concepts include genre, style, narrative, code and convention.
4	Poetry Reloaded	10 Weeks	Students will study a selection of poetry including a variety of traditional and contemporary forms. The English concepts include connotations, imagery and symbols, style and code and convention.

HSIE (Geography) Assessment Schedule Year 7 - 2025

Type and Description of Task	Overall Weighting	Outcomes	Due Date
Landscapes and landforms Site Study Students will use ICT to conduct a virtual site study of landform to create a portfolio or presentation.	25%	4-1, 4-2, 4-4, 4-8	**Term 1, Week 7**
Place and Liveability Students will research to complete an in-class essay.	25%	4-1, 4-2, 4-7, 4-8	**Term 4, Week 3**
Water in the World Report Students will research and submit a report.	25%	4-1, 4-2, 4-4, 4-8	**Term 3, Week 7**
Interconnections Research Essay Students will research to complete an in-class essay.	25%	4-1, 4-2, 4-7, 4-8	**Term 2, Week 3**
	100%		

HSIE Scope and Sequence

Year 7 - 2025

Overview: Students learn about the importance of places and their characteristics such as factors influencing perceptions, special significance, location and spatial distribution, global water resources, and natural hazards. They study how geographical phenomena develop over time, including changes to resources, landscapes, and places due to natural and human processes.

Term	Topic	Approximate Duration	Outline
1	**Landscapes and Landforms**	10 Weeks	Students will use ICT to conduct a virtual site study of landforms to create a portfolio or presentation. Students will explore landscapes and landforms using examples from Australia and throughout the world. They explain processes that create landscapes and shape individual landforms and they describe the value of landscapes and landforms to different people. Students examine issues of land degradation and ways to manage and protect landscapes and landforms. Students also investigate a natural hazard associated with landscapes and people's responses to that hazard.
2	**Place and Liveability**	10 Weeks	Students will research one city to complete an in-class essay. Students discuss factors that influence people's perceptions of the liveability of places. They investigate features and characteristics of places across a range of scales that support and enhance people's wellbeing such as community identity, environmental quality and access to services and facilities. Students assess the liveability of places and propose strategies to enhance the liveability of a place in Australia.
3	**Water in The World**	10 Weeks	Students examine water as a resource and the factors influencing water flows and availability of water resources in different places. They investigate the nature of water scarcity and assess ways of overcoming it. Students discuss variations in people's perceptions about the value of water and the need for sustainable water management. Students also investigate processes that continue to shape the environment including an atmospheric or hydrologic hazard.
4	**Interconnections**	10 Weeks	Students focus on the connections people have to places across a range of scales. They examine what shapes people's perceptions of places and how this influences their connections to places. Students explore how transport, information and communication technologies and trade link people to many places. They explain the effects of human activities, such as production, recreation and travel, on places and environments in Australia and across the world and investigate sustainability initiatives and possible futures for these places.

Languages Assessment Schedule

YEAR 7 - 2025

Type and Description of Task	Overall Weighting	Outcomes	Due Date
Japanese Cultural Research Cultural Research: Students will access digital texts to find information on languages and culture. This task will be done and submitted online.	20%	ML4-UND-01	**Term 1 Week 4 or Term 3 Week 4**
Japanese Self - Introduction Oral presentation Students will write and present a short self-introduction in Japanese.	30%	ML4-CRT-01 15% ML4-INT-01 15%	**Term 2 Week 4 or Term 4 Week 4**
Korean Cultural Research Cultural Research: Students will access digital texts to find information on languages and culture. This task will be done and submitted online.	20%	ML4-UND-01	**Term 1 Week 4 or Term 3 Week 4**
Korean Role Play Role Play: Role Play Students will work in pairs to create and present a role play in Korean.	30%	ML4-CRT-01 15% ML4-INT-01 15%	**Term 2 Week 4 or Term 4 Week 4**
NB: Different classes will be doing different languages	**100%**		

Languages Scope and Sequence Year 7 - 2025

Overview:

A student:

- Exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
- interprets and responds to information, opinions and ideas in texts to demonstrate understanding
- creates a range of texts for familiar communicative purposes by using culturally appropriate language

Term	Topic	Approximate Duration	Outline
1	Japanese Romaji Course Taster	10 weeks	Culture, Country and Language Scripts, Cultural Expressions, Gestures, Greetings, Personal Information: Names, Numbers, Phone Numbers
2	Japanese Romaji course Taster	10 weeks	Personal Information continued: Ages, Hobbies, Animal zodiac, Residence, Colours Self-Introductions Culture: Anime
3	Korean Taster	10 weeks	Country and Culture: Introduction to Korean, impact of Korean Culture, Greetings, Names, How are you, Nationalities, Numbers, Food and drinks, Likes and Dislikes
4	Korean Taster	10 weeks	Personal Information continued: Ages, Hobbies Residence, Colours Self-Introductions

Mathematics Assessment Schedule Year 7 - 2025

Type and Description of Task	Skills	Knowledge	Overall Weighting	Outcomes	Due Date
1. Test: 45-minute In Class test No Calculator allowed	5%	5%	10%	Number and Algebra	**Term 1 Week 7**
2. Test: 45-minute In Class test No Calculator allowed	5%	5%	10%	Number and Algebra, Measurement and Geometry, Statistics and Probability	**Term 2 Week 4**
3. Test: 45-minute In Class test No Calculator allowed	15%	15%	30%	Number and Algebra, Measurement and Geometry, Statistics and Probability	**Term 3 Week 6**
4. Yearly Examination: 90-minute test Calculator allowed	25%	25%	50%	Number and Algebra, Measurement and Geometry, Statistics and Probability	**Term 4 Week 3 & 4**
	50%	**50%**	**100%**		

Mathematics Scope and Sequence Year 7 - 2025

Overview: A student develops understanding and fluency in Mathematics through:

- exploring and connecting mathematical concepts
- choosing and applying mathematical techniques to solve problems
- communicating their thinking and reasoning coherently and clearly.

Term	Topic	Approximate Duration (Weeks)	Outline
1	Computation with Integers	3	compares, orders and calculates with integers to solve problems
	Linear relationships	1	creates and displays number patterns and finds graphical solutions
	Integers	2	compares, orders and calculates with integers to solve problems
	Fractions, decimals and percentages	3	represents and operates with fractions, decimals and percentages to solve problems
2	Probability	1	solves problems involving the probabilities of simple chance experiments
	Length, area and Volume	1	Perimeter, circumference, area of composite shapes, different views of prisms and solids
	Algebra	2	generalises number properties to operate with algebraic expressions
	Equations	1	solves linear equations of up to 2 steps
	Angle relationships	2	applies angle relationships to solve problems
	Rates and Ratios	2	generalises number properties to operate with algebraic expressions
3	Rates and Ratios	1	generalises number properties to operate with algebraic expressions
	Algebra Review	2	generalises number properties to operate with algebraic expressions, enrichment
	Right angled Triangles	2	applies Pythagoras' theorem to solve problems in various contexts
	Index Laws	3	operates with primes and roots, positive-integer and zero, algebra
	Algebraic Techniques	1	solves problems involving algebra
4	Triangles and Quadrilaterals	1	identifies and applies the properties of triangles and quadrilaterals to solve problems
	Triangles and Quadrilaterals	2	identifies and applies the properties of triangles and quadrilaterals to solve problems
	Measurement	3	solves problems involving the surface area and volumes
	Percentages	2	represents and operates with percentages to solve problems
	Probability	2	solves problems involving the probabilities of simple chance experiments

Music Assessment Schedule — Year 7- 2025

Task	Type and Description of Task	Performance	Composition	Musicology/ Listening	Overall Weighting	Outcomes	Due Date
1. The Concepts of Music & Ukulele	Ukulele Performance (1 x set piece, 1 x free choice)	15%			15%	4.1, 4.2, 4.3	**Term 1 Week 9**
	8/16 Bar Melodic Performance & Composition Task	10%	10%		20%	4.1, 4.2, 4.3 4.4, 4.5, 4.6	**Term 2 Week 3**
2. Instruments of the Orchestra	Instruments of the Orchestra Excerpts (Listening & Aural Identification)			15%	15%	4.7, 4.8, 4.9	**Term 2 Week 5**
3. Singing and The Voice	Group Singing Performance	15%			15%	4.1, 4.2, 4.3 4.1, 4.2, 4.3	**Term 3 Week 7** **Term 3 Week 10**
4. Yearly Examination & Composition Skills	Yearly Examination			15%	15%	4.7, 4.8, 4.9	**Term 4 Week 4**
	Composition and Performance Task	10%	10%		20%	4.4, 4.5, 4.6	**Term 4 Week 6**
		50%	20%	30%	100%		

MUSIC Scope and Sequence - Year 7 2025

Overview: Students will learn several instruments during the year, and study the Concepts of Music. We will look at the four orchestral families and see how the orchestra developed from 1600- 1900. Students will also learn about singing techniques and participate in ensemble singing.

Term	Topic	Indicative Duration	Outline
1	Ukulele & the Concepts of Music	10 weeks	Students will learn simple ukulele chords and practice two songs for assessment. The concepts of Music will be introduced also. Students will compose a melody using music software for a solo instrument
2	The Orchestra	10 weeks	This topic will cover the orchestral instruments, and a brief history of the orchestra.
3	Singing & the Voice	10 weeks	Students will learn the different singing techniques and prepare a song for performance in small ensembles. They will compose a melody for two instruments on the Music software
4	Guitar	10 weeks	Students will learn simple guitar chords and how to read guitar tabs.

Personal Development, Health and Physical Education (PDHPE) Assessment Schedule Year 7- 2025

Type and Description of Task	Skills	Knowledge	Overall Weighting	Outcomes	Due Date
1. Practical Assessment (Sem 1) Practical assessment is ongoing and will be periodically assessed in relation to the sports that are being conducted throughout the semester.	15%	10%	25%	PD4-11 PD4-5	**Terms 1-2 Ongoing**
2. Health Task & Class work In-class presentation based on Term 1 content. Classwork will be monitored continuously throughout the semester.	10%	5%	15%	PD4-7 PD4-1	**Term 2 Week 1**
3. Practical Assessment (Sem 2) Practical assessment is ongoing and will be periodically assessed in relation to the sports that are being conducted throughout the semester.	20%	10%	30%	PD4-4 PD 4-10	**Term 3-4 Ongoing**
4. Health Examination & Class work In-class examination based on Semester 2 content. Classwork will be monitored continuously throughout the semester.	15%	15%	30%	PD4-9 PD4-2	**Term 4 Week 2**
	60%	**40%**	**100%**		

Personal Development, Health and Physical Education (PDHPE) Scope and Sequence - Year 7 - 2025

Overview:

The Personal Development, Health and Physical Education (PDHPE) subject provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts. The syllabus provides opportunities for students to develop self-management, interpersonal and movement skills to help students become empowered, self-confident and socially responsible citizens.

Term	Topic	Approximate Duration	Outline
1	All About Me	10	In this unit students delve into the facets of personal identity, including cultural, social, and individual dimensions. The unit fosters a supportive environment for embracing diversity and building empathy. By the end, students gain a deeper understanding of themselves and their peers, cultivating a foundation for positive relationships and a strong sense of identity as they navigate the complexities of adolescence.
2	Changes and Challenges	10	This unit focuses on physical, emotional, and social changes, fostering an understanding of puberty's impact. Through open discussions, informative resources, and supportive activities, students navigate challenges with resilience. The unit addresses body image, self-esteem, and interpersonal dynamics, promoting a healthy perspective on individual growth. By the unit's end, students emerge equipped with knowledge and coping skills, embracing the journey through puberty with confidence and a sense of self-awareness.
3	Healthy Lifestyle	10	This unit emphasizes the pivotal role of nutrition in overall well-being. Students delve into understanding food groups, making nutritious choices, and deciphering food labels. Health literacy is woven into the fabric of the unit, empowering students to critically assess health information. Practical activities, meal planning, and discussions foster skills to navigate a complex nutritional landscape. By cultivating health literacy, students not only adopt healthy eating habits but also gain the tools to make informed choices, promoting lifelong well-being.
4	Road Safety	10	This unit educates students on vital aspects as road users including pedestrian and bicycle safety, road rules, and responsible technology use. Students engage in practical scenarios, fostering a deep understanding of safe road navigation. Emphasis is on lifelong skills for personal and community well-being.

Science Assessment Schedule

Year 7 - 2025

Type and Description of Task	Working Scientifically Skills	Knowledge and Understanding	Overall Weighting	Outcomes	Due Date
Working Scientifically Skills Task This task assesses students' achievement of the Working Scientifically Skills. This includes questioning and predicting, planning and conducting investigations, processing and analysing data and information, problem solving, and communicating scientifically.	15%	5%	20%	SC4-7WS – - SC4-9WS	**Term 1, Week 8**
Half Yearly Examination This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically.	10%	15%	25%	SC4-7WS – SC4-9WS, SC4-10PW, SC4-14LW	**Term 2, Week 6**
Student Research Project This is an independent project conducted by students to design and conduct an investigation of scientific inquiry. Students conduct an experiment and present their findings in a formal manner.	25%	0%	25%	SC4-4WS - SC4-9WS	**Term 3, Week 8**
Yearly Examination This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically.	10%	20%	30%	SC4-7WS – SC4-9WS, SC4-12ES, SC4-14LW, SC4-15LW	**Term 4, Week 3**
	60%	**40%**	**100%**		

Science Scope and Sequence Year 7 - 2025

Overview:

Science answers questions about the biological, physical, and technological world, using evidence, and is always being updated. It is a collaborative endeavour that provides explanations for phenomena and helps us understand the natural world. Students learn about different areas of science and develop scientific skills.

Term	Topic	Approximate Duration	Outline
1	**Working Scientifically**	7 weeks	Students are introduced to science as a separate subject and to basic experimental methods. This includes identification of terms, laboratory skills and safety rules, experimental methods and team investigation as well as design and research. Students also learn how to accurately collect, record, process and analyse data and learn about the types of equipment that is commonly used in the Science laboratory and how to safely and correctly perform experiments.
1-2	**Forces**	7 weeks	Students learn about forces, including unbalanced forces, technological designs for reducing impact forces, friction in everyday situations, and factors affecting friction. They explore forces acting at a distance through the concept of 'field,' investigating electrostatic forces and their observation in lightning strikes. Gravity, its role in everyday situations, and the distinction between mass and weight are also studied. Additionally, students explore the use of magnets and electromagnets in everyday devices and technologies.
2	**Classification**	6 weeks	Students will learn how classification organises living things. They will use keys to represent patterns and relationships and identify plants and animals. Students will understand the purpose of classifying living things and group them based on structural features. They will also learn to design simple keys and classify plants and animals using a hierarchical system. Additionally, they will explore examples of classification changing due to new evidence.
3	**Earth in Space**	4 weeks	Students learn Earth's phenomena (day and night, seasons, and eclipses) and compare solar system models (current and historical). They explain how models are modified or rejected based on new evidence, discuss how advancements deepen our understanding, and explore different cultural contributions. They investigate forces on Earth, observing changes when specific forces act. They use the term "field" to describe distance forces and understand Earth's gravity pulls objects towards its centre.
3	**Habitats & Interactions**	4 weeks	Students study Australian plants and animals, learning about their adaptations for survival and reproduction. They also learn about food chains and food webs, including the roles of producers, consumers, and decomposers. Students explore the beneficial effects of microorganisms on living things and the environment. They discuss how human activities can impact food chains and food webs, and how scientific evidence and technology help manage natural events' effects on ecosystems. Finally, they examine how scientific evidence has influenced agricultural practices.
3-4	**Earth Resources**	5 weeks	Students will learn about classifying Earth's resources as renewable or non-renewable, conservation and management strategies, differing viewpoints on resource use, and choices in resource acquisition. They will also learn about the importance of water as a resource, the water cycle's physical processes and its influence on water management practices. Additionally, they will explore the use of Aboriginal and Torres Strait Islander knowledge in resource management, factors affecting the natural water cycle, and human impact on it.
4	**Properties of Substances and Mixtures**	7 weeks	Students learn about substances and properties, particles and movement, the particle model, substances heated or cooled, changing physical properties with state changes, density understanding using the particle model, and advantages and disadvantages of using models for states.

Technology Mandatory - Materials - Assessment Schedule Year 7 - 2025

Type and Description of Task	Overall Weighting	Outcomes	Due Date
Design Unit 1 - Trinket Box Students will engage in mini projects and skill development tasks to prepare for the construction of a timber Trinket Box. Students will be observed and assessed as they develop these skills in project development and the application of a design process. Students will use these skills to develop their Trinket Box. This unit will develop skills in timber and design, allowing students to develop hand tool skills to make their project.	50%	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA	**End of Term**
1. **Design Unit 2 – Wind Chimes** Students will be introduced and engage in mini projects and skill development tasks to prepare for the construction of a Wind chime. Students will be observed and assessed as they develop these skills in project development and the application of a design process. Students will use these skills to develop their Windchime from aluminium, timber, and acrylic. This unit will develop skills in working with a combination of different materials and design, allowing students to develop hand tool skills and machine skills to develop their project.	50%	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA	**End of Term**
	100%		

Technology Mandatory - Digital - Assessment Schedule

Type and Description of Task	Overall Weighting	Outcomes	Due Date
Code Combat Modules Students will be introduced and engage in mini modules and skill development in programming using the python language. Students will be observed and assessed as they develop these skills in programming.	50%	TE4-1DP, TE4-4DP, TE4-9MA	End of Semester
Coding Project Game Students will use the skills developed in programming to plan and manage the development of a small game involving branching, iteration and functions. They will develop a functioning user interface.	50%	TE4-1DP, TE4-2DP, TE4-4DP, TE4-9MA	End of Semester
	100%		

Technology Mandatory - Materials - Scope and Sequence Year 7 -2025

Overview:

The Material Technologies context focuses on the application of specialist skills and techniques to a broad range of traditional, contemporary and advancing materials. Students develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation and practical investigation, and when they make products to satisfy identified needs and opportunities.

Topic	Approximate Duration	Outline
Trinket Box	10 Weeks	Students learn about wood workshop safety and complete Safety tests. Students design and complete sketches of Trinket box. Students learn about woodwork tools, joining methods, adhesive and machines. Students construct their Trinket Box. Students apply an appropriate surface finishing technique to their project. The use of laser cutting machine.
Wind Chimes	10 Weeks	Students learn about metal workshop safety and complete Safety tests. Students design a wind chime. Students learn about metalwork tools, working with acrylic, CAD software and machines. Students construct their Wind chime. Students apply an appropriate finishing technique to their project. The use of laser cutting machine.

Technology Mandatory - Digital Scope and Sequence Year 7 - 2025

Overview:

The Digital Technologies context encourages students to develop an empowered attitude towards digital technologies, and implement and evaluate digital solutions. Students have the opportunity to become innovative creators of digital technologies

Students are provided with opportunities to develop fluency in a general-purpose programming language and use these skills to solve information problems.

Topic	Approximate Duration	Outline
Coding	17 Weeks	Investigate how digital systems represent text, image and audio. Explain how and why whole numbers are represented in binary in digital systems. Explore how data is transmitted and secured in wired, wireless and mobile networks. Design algorithms that use a range of data types, branching and iteration. Plan and manage projects individually and collaboratively. Implement and modify programs involving branching, iteration and functions. Trace algorithms to predict output for a given input and to identify errors
Coding Project Game	3 Weeks	Design algorithms that use a range of data types, branching and iteration. Design the user experience of a digital solution. Plan and manage projects individually. Implement a program involving branching, iteration and functions. Implement a functioning user interface. Evaluate how student solutions address defined functional requirements and constraints. Trace algorithms to predict output for a given input and to identify errors.

Visual Arts Assessment Schedule — Year 7- 2025

Type of Task and Description	Practical	Art History Criticism	Overall Weighting	Outcomes	Due Date
1. Practical Task Practical tasks that are due at the end of term that focus on an artwork based on the School Environment.	25%		25%	4.1 to 4.6	**Term 1** Week 10 Semester 1
2. Art History topic test Topic test on the Elements of Art		20%	20%	4.7 to 4.10	**Term 2** Week 3 Semester 1
3. Practical Practical Drawing and Mask artwork due at the end of term on the topic Cultural Masks.	35%		35%	4.1 to 4.10	**Term 3** Week 10 **Semester 2**
4. Art History Students independently complete a research and writing task that relates to the Cultural Mask topic.		20%	20%	4.7 to 4.10	**Term 4** Week 2 **Semester 2**
	60%	**40%**	**100%**		

Visual Art Scope and Sequence

Year 7 - 2025

Overview:

- Students will build on their knowledge from Stage 3, further exploring the Elements of Art through the study of key Australian Artists.
- Students will be introduced to Structural, Subjective, Cultural and Postmodern frames and connections in the Artworld.

Term	Topic	Approximate Duration	Outline
1	This is our School	10 weeks	Students will create a series of artworks based around the building blocks of art (line, texture, tone, perspective, shape, colour). They will be introduced to a variety of artists that use these elements and the theme of Place, including Aboriginal and Torres Strait Islander Artists. Students will be introduced to printmaking techniques and will develop foundational drawing and painting techniques.
2	Cultural Masks	10 weeks	Students will be introduced to the concept of appropriation through the study of the Cubism movement and the artworks of artist Pablo Picasso. They will collaborate to research and discover cultural masks from around the world. Students will design and draw their own Cubist style cultural mask influenced by their own and other cultures.
3		10 weeks	Students will be making their own Cultural Mask based on their investigation into cultural masks of the world. They will explore 3D sculptural techniques using found and recycled materials to construct a mixed media cultural mask. Students will develop their acrylic painting skills through experiments where they learn about colour mixing and creating tone. They will apply colour theory and learnt painting techniques to paint their own cultural mask. Students will develop a collaborative performance piece using their masks.
4	Light up the City	10 weeks	• Students will develop watercolour painting techniques in a series of experiments in their art diary. They will create a series of artworks of an Architectural Landmark inspired by Howard Arkley's style. As an extension to this, students will create an abstract artwork based on their architectural form and large collaborative artwork.

Summary of Year 7 Assessment Tasks

Note that the dates listed in this summary are APPROXIMATE.

Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.

Semester 1

Term 1

WEEK	
1A	
2B	
3A	
4B	Languages
5A	
6B	
7A	Geography, Mathematics
8B	Science
9A	English, Music
10B	Visual Arts

Term 2

WEEK	
1A	PDHPE
2B	
3A	Geography, Music , Visual Arts
4B	Languages, Mathematics
5A	Music
6B	Science
7A	
8B	English
9A	English
10B	

Semester 2

Term 3

WEEK	
1A	
2B	
3A	
4B	Languages
5A	
6B	Mathematics
7A	Geography, Music
8B	Science
9A	English
10B	Music, Visual Arts

Term 4

WEEK	
1A	
2B	PDHPE, Visual Arts
3A	Geography, Mathematics, Science
4B	Languages, Mathematics, Music
5A	
6B	Music
7A	
8B	
9A	
10B	

Statement of Authenticity and Academic Integrity

Name: _____ Class: _____

Teacher: _____ Subject: _____ Assessment: _____

I certify that:

- the planning, development, content and presentation of this assessment task is my own work in every respect
- this assessment task has not been copied from another person's work or from books or the internet (including AI) or any other source
- I have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in the assessment task or its development
- I have read, understand and have followed the assessment policies outlined in the assessment policy book.

Student Signature: _____ Date: _____