



Junee High School

Year 7 Assessment Schedule and Scope & Sequence Booklet 2021



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To Dream. To Create. To Succeed.

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INFORMATION FOR STUDENTS AND PARENTS/CAREGIVERS

The following material is provided for the information of students at Junee High School and their parents/caregivers regarding assessment and class work that will be used to determine school report grades for each student.

The information is provided in a Question/Answer format to highlight the areas and issues of which students and their parents/guardians should be aware.

What should I be aiming to achieve?

- Completion of each stage of learning
- The best possible results for my courses
- Good school reports to enhance my job prospects and/or demonstrate that I am capable of proceeding to the Higher School Certificate

What are the responsibilities of students?

Students should:

- Complete each assessment task and class exercise to the best of their ability
- Demonstrate through effort and achievement that they have met all of the course outcomes
- Follow all of the procedures outlined in this booklet

What must I do to have satisfactorily studied a course?

The NSW Education Standards Authority (NESA)¹ expects students to have followed the course developed or endorsed by NESA and:

- a. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school²
- b. Achieved some or all of the course outcomes
- c. Seriously attempted all assessment tasks.

What happens if I fail to satisfactorily complete a course?

Where a student has failed to satisfactorily study a course, the Principal will:

- **Discuss** with the student, parents/caregiver and staff to determine if the student needs to repeat the Course/Year of learning.
- Advise the candidate of the submission and the right of appeal.

What is an assessment task?

An assessment task is a set piece of work or activity, designed to measure a student's performance in the subject being studied against the standards of that subject. Assessment tasks include: tests; assignments; essays; examinations; practical projects; performances; speaking and/or listening exercises.

How are grades awarded in subjects?

NESA has prepared descriptions of five different levels of achievement, from Outstanding to Limited and assigned a grade letter from A to E to summarise the level of a student's achievement in a course. A number of different assessment tasks are used to accurately determine a student's level of achievement in all the knowledge and skills objectives is assessed. The choice of a particular grade is made on the basis that it provides the best overall description of a student's

¹ The NSW NESA sets the curriculum and examinations for all courses for all schools in NSW

² This clause will apply to any students who **continually hand in work late, truant or who are absent without justification**, as determined by the NSW Department of Education and Communities

achievement of the syllabus outcomes. Teachers make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Course Performance Descriptors.

Are other class exercises and homework important?

Yes, other exercises, which are not detailed in the Assessment Schedule, are still valuable learning tasks and may be used in the calculation of a student's skills and abilities for the determination of grades. Such tasks are important and should always be attempted to the best of a student's ability. It is by doing these exercises that students learn the skills of the subject and demonstrate their knowledge and abilities to meet the outcomes of the course. These tasks are also important in helping teachers recognise problems or weaknesses, which students need to overcome to achieve their best possible result in each course they study. Failure to complete these exercises would mean that students have not "applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school", which may result in a student receiving a **'Failure to Submit Assessment'** notification.

How much warning will I be given for an assessment task?

You will be given at least one week's warning for any assessment task. You should regard the dates in this schedule as your notice of a due task. Use a diary to map these tasks on your term overview sheets.

How do I submit assessment tasks?

It is the responsibility of students to submit work for assessment directly to the teacher and ensure that receipt is noted. Assessments are due to be submitted to the teacher before 8:52am on the day it is due.

What will happen if an assessment task is submitted late?

If you feel you have a legitimate reason for the late submission of an assessment task, then you should approach your teacher, where possible, at least two [2] full school days prior to the due date, giving your reasons in writing, using the **'Student Appeal Form'**. Your parent or caregiver must sign this note. Time extensions may be granted in legitimate cases.

What happens if I fail to attempt or submit an assessment task?

If you have a valid reason for a non-attempt, you need to give your reasons in writing, using the **'Student Appeal Form'** and you may be given the same or a substitute task at a later date. Where this is not feasible, an estimate may be given after discussion with the Deputy Principal and/or Head Teacher.

Tasks submitted after the due date, without any approved extension, shall be penalised. The late penalty shall be 10% of the total available marks per day, to a maximum of 5 school days, after which work must still be submitted, to satisfy course requirements, but receives zero. A weekend will be considered to be one day. If a student fails to submit the task on the due date, the teacher will note this on Sentral Wellbeing and send the 'Failure to Submit Assessment' letter from Sentral.

What are valid reasons?

Valid reasons may include explanations such as: school sporting activities, excursions, sickness, or family crises. It is up to the students to prove that they had a valid reason for the non-attempt or non-submission of an assessment task. The legitimacy of the reason given will be determined by the Head Teacher in consultation with the class teacher on the basis of fairness to all students in the group.

What should I do if I do not understand an assessment task?

Ask your teacher. If you are still in doubt, seek clarification from the appropriate Head Teacher.

What if I am absent when an assessment task is notified?

It is your responsibility to ask your teacher about any class work which may have been missed or any assessment tasks which may have been notified in your absence. You should regard the dates in this schedule as your notice of a due task.

What happens if I am absent for an assessment task?

If you know you will be absent, you should notify your teachers at least two (2) full school days prior to the due date, giving your reasons in writing using the '**Student Appeal Form**'. If you are attending a school-based activity which will take you out of class, you should as a matter of courtesy consult with your class teacher to make alternate arrangements for the assessment task.³ Your parent or caregiver must sign this note. Time extensions may be granted in legitimate cases.

Do conduct or attendance count for Assessments and Reports?

Poor school conduct will be harmful to your studies. Any of the following actions, however, will incur a zero mark for any assessment task:

- cheating during an assessment task
- copying from another student and claiming that work as your own
- allowing other students to copy your work
- copying material with no due acknowledgement
- disrupting an assessment task
- truancy or absence from an assessment task without providing a satisfactory explanation.

It is the responsibility of students to ensure the integrity of all task work (i.e. that the student is the sole author and that their work is also not being used by others). We take the issue of plagiarism very seriously. Any student who is discovered to have plagiarised the work of another may be made to resubmit the assessment task and will be penalised a percentage of their grade, dependent on the amount of the assessment that is plagiarised. The penalty will be determined by the class teacher in consultation with the Head Teacher.

NESA does not mandate attendance requirements. However, as a guide, if a student's attendance falls below 85% of the school's programmed lesson time for a course, the Principal may determine that, as a result of absence, the course completion criteria have not been met.

What if I don't make a serious attempt at the assessment task?

A non-serious attempt will lead to the student being penalised. The late penalty shall be 10% of the total available marks per day, to a maximum of 5 school days, after which work must still be submitted. Non-serious attempts may result from the attempt being so poor as to be considered non-serious or the use of obscene language, derogatory remarks, obscene diagrams, etc. The Head Teacher, in consultation with the teacher involved, will determine if the attempt is non-serious. Consideration will be given to the potential and ability of the student in such determinations.

Can I leave an examination or set assessment task prior to the time set for its completion?

No, except with the supervisor's permission for legitimate emergencies.

Am I entitled to a re-assessment of an individual assessment task?

Yes, if you have concerns about the mark/grade/position gained in an assessment task you should initially discuss these concerns with the class teacher when the work is returned then, if necessary, with the Head Teacher. This must be done within two full school days after results have been received. If illness has affected your performance during the task, you must inform your class teacher (and, in the case of examinations, the supervising teacher) immediately. A medical certificate may be required. In all cases, you should give your reasons in writing using the '**Student Appeal Form**'. If the teacher, in consultation with the Head Teacher, feels there is just cause for re-assessment, then it may take place. The results of any such re-assessment are final and will not be considered just cause for the re-assessment of other students.

³ It is likely that a scheduled assessment task will take precedence over most other school activities.

Am I entitled to a review of my final assessment?

Yes, the school has review procedures to examine legitimate cases. The panel will be comprised of a member of the senior school executive, the relevant Head Teacher and a Year Adviser.

Will I be warned if my completion of each course is at risk?

Yes, you will be warned in writing, your parents or caregiver will be advised and you will be required to provide a written acknowledgement of the warning.

What happens if a teacher/faculty wishes to vary the assessment requirements given to you?

This is allowable, but such a change is generally negotiated with the students in that course before it is changed. A minimum of a week's notice is required.

Where can I check the schedule of assessment tasks and/or seek advice?

All students will be given a schedule of assessment tasks for each subject and the relevant features of the school's Policy for Record of School Achievement. You should retain this document and refer to it if any questions or problems arise. Teachers, Head Teachers, the School Counsellor, the Deputy Principal and the Principal should all be able to provide additional advice.

Student Appeal Form

Category (please tick one)

Appeal due to illness, accident or misadventure

Appeal in relation to the final assessment and/or course rank

Request for extension of time

Student's Name: _____

Course: _____ Task Number: _____

Nature of Assessment Task: _____

Due Date: ____/____/____ Class Teacher Name: _____

Reason for Appeal/Request: (state details to support your case (or attach statement)

Medical Certificate is attached: Yes No

Additional information attached: Yes No

_____/____/____ _____/____/____
Signature of student Date Signature of Parent/Caregiver Date

Head Teacher Recommendation:

Reason for decision:

- Complete a substitute task
- Estimate to be given
- No marks to be awarded
- Sit or submit the task without penalty
- Task to be submitted with penalty
- Extension granted

New Due Date: ____/____/____

_____/____/____ _____/____/____
Signature of Head Teacher Date Signature of Principal Date

Copies of this form are available from Head Teachers and the Administration Office

English Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<p>Me and My World: Interviews and Biographies</p> <p>Students will explore a range of non-fiction texts exploring their world and the lives of those around them. Students will engage with and compose a series of texts including biographies, interviews, podcasts and documentaries.</p> <p>NAPLAN preparation</p> <p>Preparation for NAPLAN includes a focus on language, grammar, punctuation and techniques</p> <p>(EN4-1A,EN4-6C, EN4-7D)</p>	
	2		
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	10		
2	1	<p>Picture Books</p> <p>(EN4-4B, EN4-8D, EN4-9E)</p> <p>Students will explore visual literacy techniques in picture books, with a focus on sustainability and environmental issues. They will enhance their understanding of the purpose, audience and language forms and features of visual imagery and picture books.</p> <p>Poetry</p> <p>Students will consolidate their understanding of poetry and poetic language techniques, focusing on the impact of cultural, historical, political and personal context.</p>	<p>Biography</p>
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3	1	<p>Novel Study: A Monster Calls</p> <p>This unit is a close study of the novel A Monster Calls. Skills in novel analysis are developed through a focus on character, theme and language. This novel explores questions of love, loyalty and courage.</p> <p>(EN4-1A,, EN4-4B, EN4-5C)</p>	<p>Picture Book</p>
	2		
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4	1	<p>Film Study: Hugo</p> <p>Students will explore visual literacy in film with a focus on characterisation, theme and language forms and features as well as writing structure.</p> <p>(EN4-2B, EN4-3B)</p>	<p>Novel Composition</p>
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Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

English Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
<i>Nature of task</i>	Biography	Picture Book	Novel Composition	Film Test and Extended Response	
<i>Timing</i>	Term 1, Week 7	Term 2, Week 6	Term 3, Week 9	Term 4, Week 5	
<i>Outcomes assessed</i>	(EN4-1A, EN4-6C, EN4-7D)	(EN4-4B, EN4-8D, EN4-9E)	(EN4-1A,, EN4-4B, EN4-5C)	(EN4-2B, EN4-3B)	
Components					Weighting %
	20	20	30	30	100%

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

Outcome:

EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts

EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence

EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

EN4-6C identifies and explains connections between and among texts

EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

EN4-8D identifies, considers and appreciates cultural expression in texts

EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning

Geography Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<p style="text-align: center;">Unit: Interconnections (GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8))</p> <p>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.</p>	
	2		
	3		
	4		
	5		
	6		Task 1
	7		
	8		
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	10		
2	1	<p style="text-align: center;">Unit: Place and Liveability (GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8)</p> <p>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.</p>	
	2		
	3		Task 2
	4		
	5		
	6		
	7		Task 3
	8		
	9		
	10		
3	1	<p style="text-align: center;">Unit: Place and Liveability (GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8)</p> <p>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.</p>	
	2		
	3		Task 1
	4		
	5		
	6		
	7		Task 2
	8		
	9		
	10		
4	1	<p style="text-align: center;">Unit: Interconnections (GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8))</p> <p>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.</p>	
	2		
	3		
	4		
	5		Task 3
	6		
	7		
	8		
	9		
	10		
	11		

Geography Assessment Schedule Semester 1

Task number	Task 1	Task 2	Task 3	
<i>Nature of task</i>	Research Task	Geographical Skills Assignment	Topic Test	
<i>Timing</i>	Term 1 - Week 6	Term 2 - Week 3	Term 2 - Week 7	
<i>Outcomes assessed</i>	GE4-3, GE4-4, GE4-8	GE4-1, GE4-7, GE4-8	GE4-1, GE4-2, GE4-5	
Components				Weighting %
<i>Geographical knowledge</i>	15	10	10	35
<i>Geographical tools and skills</i>	10	15	10	35
<i>Communication</i>	10	5	15	30
Total %	35	30	35	100

Geography Assessment Schedule Semester 2

Task number	Task 1	Task 2	Task 3	
<i>Nature of task</i>	Geographical Skills Assignment	Topic Test	Research Task	
<i>Timing</i>	Term 3 - Week 3	Term 3 - Week 7	Term 4 - Week 6	
<i>Outcomes assessed</i>	GE4-1, GE4-7, GE4-8	GE4-1, GE4-2, GE4-5	GE4-3, GE4-4, GE4-8	
Components				Weighting %
<i>Geographical knowledge</i>	10	10	15	35
<i>Geographical tools and skills</i>	15	10	10	35
<i>Communication</i>	5	15	10	30
Total %	30	35	35	100

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

Outcomes

A student:

GE4-1 locates and describes features and characteristics of a range of places and environments

GE4-2 describes processes and influences that form and transform places and environments

GE4-3 explains interactions and connections between people, places and environments

GE4-4 examines perspectives of people and organisations on a range of geographical issues

GE4-5 discusses management of places and environments for their sustainability

GE4-7 acquires and processes geographical information using geographical tools for inquiry

GE4-8 communicates geographical information using a variety of strategies

History Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment		
1 & 3	1	<p>Depth Study 1: Investigating the Ancient Past</p> <p>Students investigate ancient history from the time of the earliest human communities to the end of the ancient period Students study a range of depth studies from the end of the ancient period to the beginning of the modern period (c. AD 650 – c. 1750).</p> <p>HT4-1, HT4-8, HT4-4, HT4-7</p>	Otzi the Iceman Site Study		
	2				
	3				
	4				
	5				
	6				
	2 & 4	7	<p>Depth Study 2: The Mediterranean World - Ancient Rome</p> <p>Students will study the physical features of the ancient society and how they influenced the civilisation that developed there, roles of key groups including the influence of law and religion, significant beliefs, values and practices, contacts and conflicts within and/or with other societies and the role of a significant individual in the ancient Mediterranean world.</p> <p>HT4-2, HT4-3, HT4-5, HT4-6</p>	Ancient Rome Source Analysis	
		8			
		9			
		10			
1					
2					
3		<p>Depth Study 3: The Asian World - Ancient China</p> <p>Students will learn about the physical features of the ancient society and how they influenced the civilisation that developed; the roles of key groups as kings, emperors, priests, merchants, craftsmen, scholars, peasants and women; the influence of law and religion, The significant beliefs, values and practices, contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of empires and the spread of philosophies and beliefs and the role of a significant individual in the ancient Asian world, for example Chandragupta Maurya, Ashoka, Confucius or Qin Shi Huang Di.</p> <p>HT4-3, HT4-6, HT4-9, HT4-10</p>			Ancient China Listening, Viewing and Empathy Task
4					
5					
6					
7					
8					
9					
10					
11					

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

History Assessment Schedule

Task number	Task 1	Task 2	Task 3	
<i>Nature of task</i>	Otzi the Iceman	Ancient Rome Source Analysis	Ancient China Empathy Task	
<i>Timing</i>	Term 1 Week 4 Term 3 Week 4	Term 1 Week 8 Term 3 Week 8	Term 2 Week 3 Term 4 Week 3	
<i>Outcomes assessed</i>	HT4-1, HT4-8, HT4-4, HT4-7	HT4-2, HT4-3, HT4-5, HT4-6	HT4-3, HT4-6, HT4-9, HT4-10	
Components				Weighting %
	30	30	40	100%

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

Outcomes

HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past

HT4-2 describes major periods of historical time and sequences events, people and societies from the past

HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies

HT4-4 describes and explains the causes and effects of events and developments of past societies over time

HT4-5 identifies the meaning, purpose and context of historical sources

HT4-6 uses evidence from sources to support historical narratives and explanations

HT4-7 identifies and describes different contexts, perspectives and interpretations of the past

HT4-8 locates, selects and organises information from sources to develop an historical inquiry

HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past

HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past

Japanese Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<p style="text-align: center;">Introduction to Japanese</p> <p>In this unit, students are introduced to the culture and written and spoken language of Japan. They learn to introduce themselves and others and begin writing single words and short phrases in both Hiragana and Romaji.</p>	
	2		
	3		
	4		
	5		Task 1
	6		
	7		
	8		
	9		Task 2
	10		
2	1	<p style="text-align: center;">Time and travel</p> <p>In this unit, students learn about things to see and do in Japan, while further developing their understanding of written and spoken Japanese. They create a travel brochure and begin to learn more complex sentence patterns.</p>	
	2		
	3		
	4		
	5		Task 3
	6		
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	10		
3	1	<p style="text-align: center;">Food and families</p> <p>In this unit, students sample a variety of different foods. They also learn about typical roles and activities of different family members. In doing so they learn about etiquette, how to write descriptive sentences and how to translate and complete a short family related story.</p>	
	2		
	3		Task 4
	4		
	5		
	6		
	7		
	8		
	9		Task 5
	10		
4	1	<p style="text-align: center;">Creative arts and entertainment</p> <p>In this unit, students learn about the creative arts and other forms of popular entertainment in Japan. In doing so, they also learn to exchange information and opinions, create different art forms and understand more about Japanese cultural expression.</p>	
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	3		
	4		Task 6
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	11		

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

Japanese Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	
Nature of task	Written and spoken self-introduction	Progressive weekly quizzes – reading and writing Hiragana	Bilingual travel brochure	Restaurant role play and menu creation	Story translation and completion	Final examination	
Timing	Term 1 Week 4	Term 1 Weeks 2-9	Term 2 Week 5	Term 3 Week 3	Term 3 Week 9	Term 4 Week 4	
Outcomes assessed	LJA4-4C, LJA4-5U, LJA4-7U	LJA4-1C, LJA4-6U, LJA4-8U	LJA4-2C, LJA4-3C, LJA4-9U	LJA4-1C, LJA4-3C, LJA4-5U	LJA4-2C, LJA4-4C, LJA4-7U	LJA4-3C, LJA4-6U, LJA4-7U, LJA4-8U	
Total %	15%	15%	15%	15%	15%	25%	100

Outcomes

A student:

LJA4-1C uses Japanese to interact with others to exchange information, ideas and opinions, and make plans

LJA4-2C identifies main ideas in, and obtains information from texts

LJA4-3C organises and responds to information and ideas in texts for different audiences

LJA4-4C applies a range of linguistic structures to compose texts in Japanese, using a range of formats for different audiences

LJA4-5U applies Japanese pronunciation and intonation patterns

LJA4-6U demonstrates understanding of key aspects of Japanese writing conventions

LJA4-7U applies features of Japanese grammatical structures and sentence patterns to convey information and ideas

LJA4-8U identifies variations in linguistic and structural features of texts

LJA4-9U identifies that language use reflects cultural ideas, values and beliefs

Learning Skills Scope & Sequence

Term	Week	Topic/Unit of Work	Check in
1	1	<p>Introduction to Library.</p> <p>Students will experience an introduction to the JHS Library collection. They will use Oliver (Library Search) and the Google Workspace to kick start their learning.</p> <p>Organisation tips for High School</p> <p>To assist with the organisation and management of multiple subjects, students will engage in explicit note taking skills, summarising and an in-depth exploration of Google Docs.</p>	
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	3		
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	5		
	6		
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	8		
	9		
	10		
2	1	<p>Researching and referencing (The Information Process)</p> <p>To ensure that students are able to find and use trustworthy and safe information online, students will work through skills and knowledge required to help them with their research.</p> <p>In this process, students will be able to create and understand the need for bibliographies and reference lists.</p>	
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3	1	<p>Wide Reading</p> <p>Students will engage in a wide reading program this term. Links to the Junee branch of the Riverina Regional Library and the State Library of NSW will be established.</p>	
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4	1	<p>Technology for learning</p> <p>Students will engage with a variety of programs and applications to assist them with their ongoing learning at Junee High School. Students will put their skills to use and focus on formatting, email etiquette and collaboration in an inquiry unit.</p>	
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	11		

Mathematics Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment	
1	1	Topic 1: Whole Numbers Outcomes: 1WM, 2WM, 3WM, 4NA Students will learn to apply associative, commutative and distributive laws to aid mental computation, apply the four operations with integers and apply the order of operations		
	2			
	3			
	4			
	5	Topic 2: Units of Measurements 1WM, 2WM Students will use and convert between different units of measurement		
	6			
	7	Topic 4: Probability Outcomes: 1WM, 2WM, 3WM, 21SP Students will construct sample spaces for single-step experiments with equally likely outcomes, find probabilities of events in single-step experiments, identify complementary events and use the sum of probabilities to solve problems		
	8			
	9			
	10	Topic 3: Time Outcomes: 1WM, 2WM, 15MG Students will perform operations with time units mentally and with a calculator and interpret international time zones		Task 1
11				
2	1	Topic 5: Fractions, Decimals and Percentages Outcomes: 1WM, 2WM 3WM, 5NA Students will learn to apply the four operations with fractions, including mixed numerals, and decimals and convert between fractions, decimals and percentages		
	2			
	3			
	4			
	5	Topic 6: Length and Area Outcomes: 1WM, 2WM, 12MG, 13MG Students will find perimeters of two-dimensional shapes, establish and use formulas to find circumferences of circles, find arc lengths and the perimeters of quadrants, semi-circles and sectors, solve problems involving perimeter and circumference.		Task 2
	6			
	7			
	8	Topic 7: Indices Outcomes: 1WM, 2WM, 3WM, 9NA Students will use index notation for positive integral indices, express a whole number as a product of its prime factors, apply the order of operations to evaluate numerical expressions involving indices,		
	9			
	10			
10	Topic 8: Data-Measures of Central Tendencies Outcomes: 1WM, 2WM, 3WM, 20SP Students will calculate mean, median, mode and range for sets of data, investigate the effect of outliers on the mean and median, describe and interpret a variety of data displays using mean, median and range			
3	1	Topic 9: Introduction to Algebra Outcomes: 1WM, 2WM, 3WM, 8NA Students will use letters to represent numbers and recognise and use simple equivalent algebraic expressions and simplify algebraic expressions involving the four operations		
	2			
	3			
	4	Topic 10: Angle Relationships Outcomes: 1WM, 2WM, 3WM, 18MG Students will use the language, notation and conventions of geometry, apply the geometric properties of angles at a point to find unknown angles with appropriate reasoning, apply the		
	5			

		properties of corresponding, alternate and co-interior angles on parallel lines to find unknown angles with appropriate reasoning, determine and justify that particular lines are parallel and solve simple numerical exercises based on geometrical properties		
	6	<p>Topic 11: Data Collection Outcomes: 1WM, 3WM, 19SP</p> <p>Students will identify variables as categorical or numerical (discrete or continuous), identify and distinguish between a 'population' and a 'sample', investigate techniques for collecting data and consider their implications and limitations, collect and interpret data from primary and secondary sources, including surveys</p>		
	7			
	8	<p>Topic 12: Properties of Geometrical Figures Outcomes: 1WM, 2WM, 3WM, 17MG</p> <p>Students will classify and determine properties of triangles and quadrilaterals, identify line and rotational symmetries, determine the angle sums of triangles and quadrilaterals, use properties of shapes to find unknown sides and angles in triangles and quadrilaterals giving a reason</p>	Task 3	
	9			
	10			
4	1	<p>Topic 13: Equations Outcomes: 1WM, 2WM, 3WM, 10NA</p> <p>Students will solve simple linear equations using algebraic techniques</p>		
	2			
	3			
	4	<p>Topic 14: 3D Figures Outcomes: 1WM, 2WM, 14MG</p> <p>Students will visualise and draw different views of three-dimensional objects</p>	Task 4	
	5			
	6	<p>Topic 15: Collecting and Interpreting Data Outcomes: 1WM, 2WM, 3WM, 21SP</p> <p>Students will construct sample spaces for single-step experiments with equally likely outcomes, find probabilities of events in single-step experiments, identify complementary events and use the sum of probabilities to solve problems</p>		
	7			
	8			
		9	<p>Topic 16: Linear Relationships Outcomes: 1WM, 3WM, 11NA</p> <p>Students will locate and describe points on the Cartesian plane using coordinates, describe translations and reflections in an axis on the Cartesian plane, describe rotations of multiples of 90 on the Cartesian plane</p>	
		10		

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

Mathematics Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Take Home Task	In-class Examination	Mathematical Investigation	In-class Examination	
Timing	Term 1 Week 10	Term 2 Week 6	Week 8 Term 3	Week 4 Term 4	
Outcomes assessed	1WM, 2WM, 3WM, 4NA, 21SP	1WM, 2WM, 3WM, 9NA, 13MG	1WM, 2WM, 3WM, 19SP, 20SP	1WM, 2WM, 3WM, 17MG, 10NA	
Total %	20%	25%	25%	30%	100%

Outcomes

A Student:

- MA4-1WM communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
- MA4-2WM applies appropriate mathematical techniques to solve problems
- MA4-3WM recognises and explains mathematical relationships using reasoning
- MA4-4NA compares, orders and calculates with integers, applying a range of strategies to aid computation
- MA4-5NA operates with fractions, decimals and percentages.
- MA4-6NA solves financial problems involving purchasing goods.
- MA4-7NA operates with ratios and rates, and explores their graphical representation
- MA4-8NA generalises number properties to operate with algebraic expressions
- MA4-9NA operates with positive integer and zero indices of numerical bases
- MA4-10NA uses algebraic techniques to solve simple linear equations
- MA4-11NA creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
- MA4-12MG calculates the perimeters of plane shapes and the circumferences of circle
- MA4-13MG uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area.
- MA-14MG uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
- MA4-15MG performs calculations of time that involve mixed units, and interprets time zones
- MA4-16MG applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
- MA4-17MG classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
- MA4-18MG identifies and uses angle relationships, including those related to transversals on sets of parallel lines
- MA4-19SP collects, represents and interprets single sets of data, using appropriate statistical displays
- MA4-20SP analyses single sets of data using measures of location, and range
- MA4-21SP represents probabilities of simple and compound event

Music Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<p style="text-align: center;">Introduction to Music</p> <p>Students are introduced to the musical concepts through a variety of performance, aural, composition and appreciation experiences using percussion instruments.</p>	
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	3		
	4		
	5		Task 1 or 2
	6		
	7		
	8		
	9		
	10		Task 1 or 2
2	1	<p style="text-align: center;">Keyboard</p> <p>Students learn to play short melodies and accompanying chords on the keyboard, and create their own Soundscapes.</p>	
	2		
	3		Task 3
	4		
	5		
	6		
	7		Task 4
	8		
	9		
	10		
3	1	<p style="text-align: center;">Guitar</p> <p>Students learn to read tablature and chord charts. They compose their own riffs and perform rhythm guitar accompaniments to songs in a variety of styles.</p>	
	2		
	3		
	4		Task 5
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	7		Task 6
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4	1	<p style="text-align: center;">Vocals</p> <p>Students listen to and reflect on a range of vocal performances. They build their own vocal technique through in-class and other performances.</p>	
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	4		Task 7
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	7		Task 8
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	11		

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

Music Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	
Nature of task	BandLab Portfolio	Percussion composition and performance	Aural and musicianship test 1	Keyboard performance	Riff composition	Guitar performance	Aural and musician ship test 2	Stage 4 Idol performance	
Timing	Term 1 Week 5 or 10	Term 1 Week 5 or 10	Term 2 Week 3	Term 2 Week 7	Term 3 Week 4	Term 3 Week 8	Term 4 Week 4	Term 4 Week 6	
Outcomes assessed	4.4, 4.6, 4.12	4.2, 4.3, 4.4, 4.5, 4.12	4.7, 4.8, 4.9, 4.12	4.1, 4.2, 4.3, 4.12	4.4, 4.5, 4.6, 4.12	4.4, 4.5, 4.6, 4.12	4.7, 4.8, 4.9, 4.10, 4.12	4.1, 4.2, 4.3, 4.12	
Total %	10%	15%	10%	15%	10%	15%	15%	10%	100

Outcomes

A Student:

- 4.1 performs in a range of musical styles demonstrating an understanding of musical concepts
- 4.2 performs music using different forms of notation and different types of technology across a broad range of musical styles
- 4.3 performs music demonstrating solo and/or ensemble awareness
- 4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
- 4.5 notates compositions using traditional and/or non-traditional notation
- 4.6 experiments with different forms of technology in the composition process
- 4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
- 4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
- 4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
- 4.10 identifies the use of technology in the music selected for study, appropriate to the musical context
- 4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 4.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

PDHPE Scope & Sequence

		Topic/Unit of Work		
Term	Week	Theory	Practical	Assessment
1	1	<p>Me Sense of Identity <i>Outcomes: PD4.1, 4.2, 4.6, 4.10</i></p> <p>This unit will focus on concepts linked to self identity and the changes that occur during adolescence, as well as evaluating strategies to manage current and future challenges.</p>	<p>Fundamental Movement Skills <i>Outcomes: PD4.4, 5-11</i></p> <p>Students will participate in a range of activities designed to test and develop their abilities across a range of fundamental movement skills</p> <p>Cooperative Games <i>Outcomes: PD4.4, 5-5</i></p> <p>This unit will involve students participating in team based activities that will develop interpersonal and movement skills, across a range of sporting contexts.</p>	
	2			
	3			
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	7			Task 1
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	10			
	11			Task 2
2	1	<p>Personal Relationships <i>Outcomes: PD4.2, 4.3, 4.9, 4.10</i></p> <p>This unit will focus on concepts linked to positive and negative relationships, and the impact these have on a young person's health, wellbeing and happiness.</p>	<p>Basketball <i>Outcomes: PD4.4, 5-5</i></p> <p>This unit involves students exploring movement challenges and developing movement skills and tactical understanding in a basketball setting.</p> <p>Soccer <i>Outcomes: PD4.4, 5-5</i></p> <p>This unit involves students exploring movement challenges and developing movement skills and tactical understanding in a soccer setting.</p>	
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	6			Task 3
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	9			
	10			Task 4
3	1	<p>Risky Business <i>Outcomes: PD4.2, 4.6, 4.7, 4.9</i></p> <p>In this unit students will explore positive and negative risk and the factors that influence risk-taking and decision-making in a variety of contexts.</p>	<p>Lifesaving <i>Outcomes: PD4.4, 5-5</i></p> <p>Students will develop confidence and competence to engage in a range of aquatic activities, including stroke correction, survival swimming techniques, safe water entry and exits, rescue skills, resuscitation skills and recreational aquatic activities</p> <p>Dance <i>PD4.4, 4-11</i></p> <p>This unit will focus on students demonstrating how movement skills and concepts can be utilised in rhythmic and expressive movements.</p>	
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	6			Task 5
	7			Task 6
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4	1	<p>Health and Wellbeing <i>Outcomes: PD4.6, 4.8, 4.10</i></p> <p>This unit will focus on examining influences on health and wellbeing. It will explore the relationship between the</p>	<p>Striking and Fielding <i>Outcomes: PD4.4, 5-5</i></p> <p>This unit involves students exploring movement challenges and developing</p>	
	2			
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	5			Task 7

	6	components of health and devise inclusive strategies to promote health and wellbeing within communities.	movement skills and tactical understanding in striking and fielding games.	<p>Cultural Games <i>Outcomes: PD4.4, 4.5</i></p> <p>This unit focuses on developing an understanding and appreciation of Global Cultures by participating in games specific to certain cultures. They will also identify game skills that can be transferred.</p>
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Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

PDHPE Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	
Nature of task	Identity and Challenges	Cooperative Games Practical Assessment	Personal Relationships Magazine	Invasion Games Practical Assessment	Life Saving Practical	Risk Taking Scenario Application	Yearly Examination	
Timing	Term 1, Week 7	Ongoing Term 1	Term 2, Week 5	Ongoing Term 2	Term 3, Week 6	Term 3, Week 7	Term 4, Week 5	
Outcomes assessed	4.1, 4.2	4.4, 4.5	4.2, 4.3, 4.9, 4.10	4.4, 4.5, 4.11	4.4, 4.5	4.2, 4.6, 4.7, 4.9	All Outcomes	
Total %	15%	10%	15%	10%	15%	15%	20%	100%

Outcomes

A student:

PD4-1 examines and evaluates strategies to manage current and future challenges

PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others

PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships

PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts

PD4-5 transfers and adapts solutions to complex movement challenges

PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity

PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities

PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity

PD4-9 demonstrates self-management skills to effectively manage complex situations

PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

Science Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	Topic 1: What is Science? <i>Outcomes: SC4-4,5,6,7WS</i> In this unit, students are introduced to the science laboratory. They will learn how to use equipment safely and accurately by conducting first and second-hand investigations. In addition they will develop skills in applying the Scientific method, such as making observations and inferences in order to draw valid conclusions.	
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	6	Topic 2: Matter <i>Outcomes: SC4-16CW (CW1&2)</i> In this topic students will explore how the properties of the different states of matter can be explained in terms of the motion and arrangement of particles. They will investigate how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life.	Task 1
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2	1	Topic 3: Cells <i>Outcomes: SC4-14LW (LW2)</i> Students will explore life at the cellular level and how they form the basic units of living things and have specialised structures and functions. They will investigate how the structure and function of living things relates to their classification, survival and reproduction.	
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	7	Topic 4: Geology <i>Outcomes: SC4-13ES (ES1)</i> Students will investigate sedimentary, igneous and metamorphic rocks and develop and understanding of how the minerals within them are formed	Task 2
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3	1	Topic 5: Energy <i>Outcomes: SC4-11PW (PW3&4)</i> Students will discover how energy appears in different forms including kinetic, heat and potential energy, and causes change within systems. They will investigate some everyday energy transformations that cause change within systems, including motion, electricity, heat, sound and light. Students will also explore how science and technology have contributed to finding solutions to a range of contemporary issues.	
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	8	Topic 6: Plants and Animals <i>Outcomes: SC4-14LW (LW3&4)</i> Students will investigate the human body including the systems of organs that carry out specialised functions that enable us to survive and reproduce including the respiratory, digestive, circulatory, skeletal, muscular and reproductive systems. Students will have an opportunity to investigate firsthand the anatomy of various organs through dissections and explore the science behind a healthy lifestyle.	Task 3
9			
10			
4	1	Topic 7: Investigating Space <i>Outcomes: SC4-12ES</i> Students will learn about the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system, including how ideas by people from different cultures have contributed to the current understanding of the solar system.	
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	5	Task 4	
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Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

Science Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	Topic Quizzes	
Nature of task	Planning and Performing a First-hand Investigation	Second-hand Investigation and Presentation (Cell Model)	Problem Solving Task (Energy Audit)	Research Task	Short quizzes at the conclusion of each topic which will cover the content covered	
Timing	Term 1, Week 5	Term 2, Week 6	Term 3, Week 7	Term 4, Week 4	Throughout	
Outcomes assessed	SC4-4,5,6WS	SC4-9WS, 14LW	SC4-7,8,9WS	SC4-4,8,9WS, 14LW	SC4-14LW, 11PW, 13ES, 16CW	
Total %	20%	20%	20%	20%	20%	100%

Outcomes

A Student:

SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge

SC4-5WS collaboratively and individually produces a plan to investigate questions and problems

SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually

SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions

SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems

SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations

SC4-10PW describes the action of unbalanced forces in everyday situations

SC4-11PW discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations

SC4-12ES describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system

SC4-13ES explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management

SC4-14LW relates the structure and function of living things to their classification, survival and reproduction

SC4-15LW explains how new biological evidence changes people's understanding of the world

SC4-16CW describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles

SC4-17CW explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life

Technology: Mandatory Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<p>Module/Unit: 'Monster Mania' - Material Technologies 'Amazing Game'- Digital Technologies 'Grow and Thrive' - Agriculture and Food Technologies 'Pinball Machine' - Engineered Systems</p> <p>TE4- 1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI , TE4-8EN, TE4-9MA , TE4-10TS</p> <p>Life Skills Outcomes: TELS-6AG, TELS-7FO, TELS-8DI, TELS-9EN, TELS-10MA, TELS-11TS</p> <p>Students will study ONE of these units over the course of a semester.</p> <p>Digital Technology- Students develop knowledge and skills in the use of a general-purpose programming language to design, produce and evaluate an information system using a microcontroller. They document their skill development tasks in a design and production folio.</p> <p>Materials Technology Students work with textiles to develop manufacturing skills when constructing a fabric toy. Students will develop knowledge and understanding of the characteristics and properties of textiles through research, experimentation and practical investigation.</p> <p>Agriculture and Food Technologies Students learn about the agriculture industry and the range of food products that can be manufactured. Students have the opportunity to grow herbs and vegetables and use them in practical food preparation lessons. They develop skills to make informed choices when preparing nutritious foods.</p> <p>Engineered Systems Students get hands-on experience with designing, prototyping and testing an engineered system that demonstrates force, motion, and energy. Students will learn how to follow an engineering design process to create and communicate innovative solutions to authentic problems.</p>	
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2	1	<p>Engineered Systems Students get hands-on experience with designing, prototyping and testing an engineered system that demonstrates force, motion, and energy. Students will learn how to follow an engineering design process to create and communicate innovative solutions to authentic problems.</p>	
	2		
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	10		
	11		
3	1	<p>Module/Unit: 'Monster Mania' - Material Technologies 'Amazing Game' - Digital Technologies 'Yabby Unit' - Agriculture and Food Technologies 'Pinball Machine' - Engineered Systems</p> <p>TE4- 1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI , TE4-9MA , TE4-10TS</p>	
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	7		

	8	<p>Life Skills Outcomes: TELS-6AG, TELS-7FO, TELS-8DI, TELS-9EN, TELS-10MA, TELS-11TS</p> <p>Students will study ONE of these units over the course of a semester.</p> <p>Digital Technology- Students develop knowledge and skills in the use of a general-purpose programming language to design, produce and evaluate an information system using a microcontroller. They document their skill development tasks in a design and production folio.</p> <p>Materials Technology Students work with textiles to develop manufacturing skills when constructing a fabric toy. Students will develop knowledge and understanding of the characteristics and properties of textiles through research, experimentation and practical investigation.</p> <p>Agriculture and Food Technologies Students learn about the agriculture industry and the range of food products that can be manufactured. Students have the opportunity to grow a range of aquaculture and yabbies, herbs and vegetables and use them in practical food preparation lessons. They develop skills to make informed choices when preparing nutritious foods.</p> <p>Engineered Systems Students get hands-on experience with designing, prototyping and testing an engineered system that demonstrates force, motion, and energy. Students will learn how to follow an engineering design process to create and communicate innovative solutions to authentic problems.</p>	Design Brief and Folio
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Technology: Mandatory Assessment Schedule

	Semester 1		Semester 2		
Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Assessment Task 1 Timeline Task	Design Project 1 Design Folio 1	Assessment Task 2 Group Work Task	Design Project 2 Design Folio 2	
Timing	Term 1, Week 6	Semester 1	Term 3, Week 6	Semester 2	
Outcomes assessed	TE4- 1DP	TE4- 1DP TE4-2DP TE4-3DP TE4-4DP TE4-5AG TE4-6FO TE4-7DI TE4-8EN TE4-9MA TE4-10TS	TE4- 1DP TE4-9MA	TE4- 1DP TE4-2DP TE4-3DP TE4-4DP TE4-5AG TE4-6FO TE4-7DI TE4-8EN TE4-9MA TE4-10TS	
Total %	10%	40%	10%	40%	100%

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

Outcomes

A student:

Agriculture and Food Technologies

A student:

TE4- 1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities

TE4-2DP plans and manages the production of designed solutions

TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects

TE4-5AG investigates how food and fibre are produced in managed environments

TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating

TE4-10TS explains how people in technology related professions contribute to society now and into the future

Related Life Skills Outcomes: TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-6AG, TELS-7FO, TELS-11TS

Digital Technologies

A student:

TE4- 1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities

TE4-2DP plans and manages the production of designed solutions

TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language

TE4-7DI explains how data is represented in digital systems and transmitted in networks

TE4-10T explains how people in technology related professions contribute to society now and into the future

Related Life Skills Outcomes: TELS-1DP, TELS-2DP, TELS-3DP, TELS-5DP, TELS-8DI, TELS-11TS

Material Technologies

A student:

TE4- 1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities

TE4-2DP plans and manages the production of designed solutions

TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects

TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions

TE4-10TS explains how people in technology related professions contribute to society now and into the future

Related Life Skills Outcomes: TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-10MA, TELS-11TS

Engineered Systems

TE4-1DP- designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities

TE4-2DP- plans and manages the production of designed solutions

TE4-3DP- selects and safely applies a broad range of tools, materials and processes in the production of quality projects explains how force, motion and energy are used in engineered systems

TE4-8EN explains how people in technology related professions contribute to society now and into the future TE4-10TS

Related Life Skills Outcomes: TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-9EN, TELS-11TS

NB: The design projects and Design Folios will vary depending upon the context and focus area being studied. The course will be reported as two discrete semesters of equal weight.

Visual Art Scope & Sequence

Term	Topic/ Unit of work
ONE	Foundations of Drawing. 2D – drawing Historical Study
TWO	Painting Conventions and Techniques 2D – painting VAPD
THREE	Fundamentals of Sculpture 3D – sculpture Artist/artwork critical analysis
FOUR	Printmaking Essentials 2D – print VAPD

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

Visual Art Assessment Schedule

Topic	Task	Weight	Due date	Outcomes
Deconstructing Drawing	2D-drawing Historical Study	15% 10%	Term,1 Week 9	4.1, 4.2, 4.3, 4.5, 4.8, 4.10
			Term 1, Week 7	
Exploring Painting	2D – painting Visual Arts Process Diary	15% 10%	Term 2, Week 6	4.1, 4.2, 4.3, 4.4, 4.6, 4.8, 4.9
			Term 2, Week 6	
Investigating Sculpture	3D – sculpture Artist/ artwork critical analysis	15% 10%	Term 3, Week 9	4.1, 4.2, 4.3, 4.7, 4.8
			Term 3, Week 7	
Critiquing Printmaking	2D – print Visual Arts Process Diary	15% 10%	Term 4, Week 5	4.1, 4.2, 4.3, 4.4, 4.8
			Term 4, Week 5	

Outcomes

A student:

- 4.1 uses a range of strategies to explore different art making conventions and procedures to make artworks
- 4.2 explores the function of and relationships between artist – artwork – world – audience
- 4.3 makes artworks that involve some understanding of the frames
- 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 4.5 investigates ways to develop meaning in their artworks
- 4.6 selects different materials and techniques to make artworks
- 4.7 explores aspects of practice in critical and historical interpretations of art
- 4.8 explores the function of and relationships between the artist – artwork – world – audience
- 4.9 begins to acknowledge that art can be interpreted from different points of view
- 4.10 recognises that art criticism and art history construct meanings

2021 Year 7 ASSESSMENT SCHEDULE SUMMARY

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM ONE	Technology ongoing			Japanese	Science History	Music Geography	English Visual Arts PD/H/PE		Japanese Music Visual Arts History	Maths	PD/H/PE
TERM TWO	Technology ongoing		Music Geography		Japanese History PD/H/PE	Maths Visual Arts English Science	Music Geography			PD/H/PE	
TERM THREE	Technology ongoing		Japanese Geography	Music	History	PD/H/PE	Science Visual Arts Geography PD/H/PE	Music English Maths	Japanese Visual Arts History		
TERM FOUR	Technology ongoing			Maths Music Japanese Science	Visual Arts Geography English History PD/H/PE		Music				

