STAGE 4
Homework & Assessment Policy
Course Assessment Schedules

YEAR 7
2016
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YEAR 7 & 8 HOMEWORK POLICY
Homework bridges the gap between learning at school and learning at home. It reinforces work done in class. It helps develop skills such as planning, research and time management. It allows for practising, extending and consolidating work done in class.

Homework gives parents / caregivers the opportunity to see the progress of their child. Homework provides challenges and stimulus to gifted and talented children. Additionally, homework establishes habits of study, concentration and self-discipline. Ideally homework should be appropriate for each student’s stage of development and ability.

Types of Homework:

Homework should fall into one of the three types below:

1. Practice Exercises
Practice exercises help students to remember and practice newly acquired skills. These activities may include:
   - Consolidation exercises e.g. maths, including memorising tables
   - Practicing for mastery e.g. spelling words
   - Revising information about a current topic
   - Practising words or phrases learnt in a language other than English
   - Reading for pleasure
   - Essay writing

It is expected that students will have some form of homework on a regular basis and that this homework forms part of regular routine.

2. Preparatory Homework
Preparatory homework requires students to source and read background information to prepare them for future lessons on a specific subject. These activities may include:
   - Background reading
   - Reading e.g. English text for class discussion
   - Researching topics for a class unit of work
   - Collecting items e.g. geometric shapes

3. Extension Assignments
Extension assignments encourage students to pursue knowledge individually and imaginatively. Assignments may include:
   - Writing e.g. a book review
   - Making or designing something e.g. an art work
   - Investigations e.g. science, social science
   - Researching e.g. history, local news
   - Information and retrieval skills e.g. using a home computer to find material on the Internet
   - Monitoring e.g. advertising in particular newspapers

DET Homework Policy, November 2005

Time for Homework
Over the course of a semester, students in the junior school will study up to eleven subjects. Students are allocated regular homework for each subject studied. The time spent studying each subject will depend upon the amount of time taken for each subject. The type of homework set will fall into one of the three types of homework indicated above.

Students in stage 4, Years 7 & 8, should spend between one and one and a half hours per day completing homework tasks and assignments.

All students should have a diary where homework and assignments are to be recorded. The diary can be used as a means of communication between teachers and parent / caregivers.

It is important that students include other activities into their home time. These activities should include physical as well as creative activities such as sports, reading for pleasure or learning an instrument.

Parents’ role in their child’s homework
Parents play an important role in supporting students with their homework. This may include:
   - Encouraging their children to discipline themselves to sitting down for study each night, extending the time as their child progresses through High School
   - Providing a study place which can be used regularly, provides ample space, is quiet, well lit, is comfortably ventilated and temperature controlled.
   - Taking an active interest in their child’s study. This does not necessarily mean helping them ‘do’ the study but rather talking to them about what they are doing, encouraging them when they become discouraged and directing them to seek help from their teacher when they are struggling
   - Ensuring that their children have a healthy balance between work and recreation
   - Helping their children to become well organised in their approach to study so that they gain the optimum benefit from any study period.
   - Encouraging their children to plan their homework tasks. As students’ progress through the school a study timetable is essential if they are to give every subject due attention.
   - Ensuring that their children have breaks every one and a half hours or so in long study sessions.
   - Ensuring that their children have a long-term planner to help them systematically work through major assignments.
   - Ensuring that their children have reference books / resources such as a dictionary and thesaurus.
YEAR 7 & 8 ASSESSMENT POLICY

The Purpose of Your School Assessment?

There are some aspects of your study which cannot be adequately assessed through examinations, such as practical work in Science and oral work in English. Your school assessments are designed to measure these achievements as well as your achievements in examinations. Your school assessments will measure your actual performance in the whole course.

Satisfactory Completion of a Course

“Satisfactory completion” means that, in the Principal’s view, there is sufficient evidence that you have:

- followed the course developed or endorsed by the Board of Studies;
- applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- achieved some or all of the course outcomes;
- attended school sufficiently regularly so that course completion requirements can be met. As a general rule, an attendance rate of at least 85% would be expected.

School Assessment Tasks

School-based assessment tasks are linked to standards because the tasks focus on outcomes. They are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about the students’ achievement in relation to one or several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.

Reports will be available on a regular basis. Each report will indicate your performance in each course at that time.

Course Assessment Schedule

It is a Student's responsibility to check with the relevant Head Teacher if any areas of the course schedule need clarification, or if he/she does not have a course assessment schedule for a subject which they are studying.

The course assessment schedule is mandatory and is not negotiable. It contains information about the set tasks in each component of your course. The course assessment schedule also informs you of approximately when the various assessment tasks will take place, and tells you the weighting of each task.

The date of each assessment task will be provided by the classroom teacher, in writing, at least two weeks prior to the task.

SICKNESS AND MISADVENTURE

Student attendance before an assessment task

Students will be signed in for the whole school day and attend all timetabled lessons or scheduled school activities (excursions) on the day of an assessment task and the school day prior to an assessment task.

Student is absent from an assessment task due to sickness

If a student is sick and cannot attend on the day of the task or date a task is due, the student is to:

- notify the school by phone on 9745 3777 on the day of the task or as soon as possible following this date;
- complete an illness/misadventure form (Appendix A), with an attached doctor’s certificate and/or parent note, and present it to the Head Teacher on the first day of return to school.

The Head Teacher may award an extension of time or a mark may be awarded based on a substitute task or on other available information.

Student is absent due to a misadventure

Misadventure refers to an event beyond the student’s control which allegedly prevented the student from attending the assessment task or school the date a task was due.

Following failure to complete an assessment task at the due time, the student is to:

- notify the school by phone on 9745 3777 on the day of the task or as soon as possible following this date;
- submit an illness / misadventure form (Appendix A), with appropriate supporting documentation, to the head teacher on the first day of return to school to negotiate alternative arrangements.

An extension of time may be provided or a mark may be awarded based on a substitute task. Where there is no valid reason for not completing an assessment task, a zero mark will be recorded for that task.
Students who complete the assessment task and suffer illness/misadventure

Students may lodge an illness / misadventure appeal in writing if they believe that circumstances immediately prior or during the assessment task, which were beyond their control, significantly diminished their assessment performance.

In such cases, students need to complete the Illness/Misadventure appeal form (Appendix A) and provide documentary evidence such as doctor’s certificate, clearly detailing and supporting the illness or misadventure. The provision of such documents does not dictate the outcome of the appeal.

Students should submit this appeal to the Head Teacher as soon as possible after the assessment task.

Hand-In tasks

Hand-in tasks should be submitted to the teacher / faculty as specified on the notification of the assessment task.

In the event of illness, the task is to be submitted by 8:55am to the office staff, who will issue a receipt for the collection of the task and hand it to the relevant Head Teacher.

A student can seek from the Head Teacher an extension of time to submit the task. An illness / misadventure appeal form (Appendix A) must be submitted to the Head Teacher with appropriate supporting documentation before the extension can be considered.

If an assessment task is submitted late, and there is no successful illness / misadventure appeal, students will receive a zero for that task. Students should still submit the task to gain necessary feedback.

Technology and assessment tasks

Technology and / or computer equipment failure may not be valid grounds for misadventure involving the late submission of assessment tasks.

To assist students in the utilisation of technology, the following guidelines should be considered:

- always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly.
- Print out copies of drafts and keep them while the assignment is in progress.
- Bring a copy of the file to school by either email, USB, CD.

APPEALS SURROUNDING THE ASSESSMENT PROCEDURE

Grounds for an appeal

The appeal concerning assessment procedures may only be based on the assessment process and not on individual student related issues such as illness or misadventure.

While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgment of a teacher is not grounds for an appeal.

Appeals Process

When a student feels that a decision applied to his/her work is not consistent with the school’s assessment policy and procedures he/she may appeal. The first appeal MUST be to the head teacher.

Where a student feels that the appeal to the head teacher has not been heard appropriately, he/she may appeal to the Principal / Deputy Principal to determine if:

- the weightings specified by the school in its assessment program were followed and conform with the Board’s requirements as detailed in the syllabus;
- the procedures used to determine the final assessment marks conform with the issued assessment program; and,
- there are no computational or other clerical errors in the determination of the assessment mark.
ACADEMIC INTEGRITY

The Board of Studies has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by the school’s expectations. All work presented in assessment tasks and examinations (including submitted works and practical examinations), must be your own.

Defining Malpractice

Malpractice is any activity undertaken by a student that allows him/her to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

- copying someone else’s work in part or in whole, and presenting it as one’s own
- using material directly from books, journals, CDs or the Internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person’s work and presenting it as one’s own
- submitting work to which another person, such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- not making a genuine effort with an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Students are advised that they should acknowledge input from another student or teacher or tutor within their bibliography and that copies of previous tasks by other students are kept as records for future years.

Strategies to ensure the authenticity of student responses to tasks.

Concord High School implements programs to help students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their studies.

Strategies that teachers can use:

- thoroughly briefing all students in relation to the requirements of each task
- allocating class time to the planning of a response to a task
- requiring that students maintain a process diary or journal to show how their response or project or work was developed
- asking students to submit a task at critical points in its development

- having students submit their original drafts in addition to their final work
- incorporating student oral presentations on the progress of their work
- communicating clearly to students the extent of teacher, or other expert or outside, involvement permitted in the development of the work.

Misconduct in formal examinations and other assessment tasks

Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with school rules or causes disruption to assessment procedures.

All class tasks including formal examinations must be attempted seriously. Non-serious attempts or offensive language in answers will be referred to the Head Teacher and/or the Principal / Deputy Principal and may be awarded a zero for that task.

Managing Issues of Malpractice

Issues of malpractice need to be investigated by the Head Teacher and in more serious cases reported to the Principal / Deputy Principal.

Where the malpractice is serious and where a penalty or zero mark is to be awarded, the student will be advised of the issue and the school’s intention to manage a course of action. The student will be given an opportunity to appeal the outcome of this decision.

Students are made aware that sharing / showing their hand-in task to other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero mark for that task. Students are encouraged not to share the substance of a hand-in task with other students. Likewise, students who may receive a substitute task through an appeal outcome are not to make any effort to gain knowledge, wording or content of the original task.
COURSE REQUIREMENTS

Satisfactorily completing the course

A student will be considered to have satisfactorily completed a course if, in the Principal’s view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by the Board;
- applied himself/herself with diligence and sustained effort to the set tasks and experiences provided by the course by the school; and,
- achieved some or all of the course outcomes.

Assessment of Outcomes

Twice a year, students are provided with a report which allocates an overall grade for each course, outlining student achievement levels. The school uses common grading language across all courses. A student working at a ‘sound’ level will achieve a ‘C’.

Grade A

A student achieving at ‘OUTSTANDING’ level can consistently:

- Show highly detailed knowledge and apply it accurately and appropriately to various new situations and tasks.
- Demonstrate excellent skills.
- Apply critical thinking to a range of new and challenging situations.

Grade B

A student achieving at ‘HIGH’ level can usually:

- Show detailed knowledge and apply it accurately to various new situations and tasks.
- Demonstrate high level skills.
- Apply critical thinking to a range of situations.

Grade C

A student achieving at ‘SOUND’ level can:

- Show general knowledge to complete work in some detail with examples.
- Demonstrate skills with a degree of competency.
- Apply key terms appropriately in written and verbal responses.

Grade D

A student achieving at ‘BASIC’ level can:

- Show basic knowledge to complete work with some assistance.
- Demonstrate basic skills.
- Recall and use basic terminology.

Grade E

A student achieving at ‘LIMITED’ level can:

- Show limited knowledge to complete work with regular assistance.
- Demonstrate limited skills.
- Recall some information with guidance.

Grade N

A student will receive an ‘N’ grade when they:

- Have not completed any work to demonstrate sufficient knowledge and skills.

When an ‘N’ grade is given, a student is still required to complete the work to demonstrate achievement of outcomes. e.g. complete and submit for assessment purposes.

Student Attendance

It could be determined by the Principal that prolonged or frequent absence has prohibited a student from meeting these requirements. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with the Deputy Principal/Principal.

For all absences greater than three days, students are to complete an Exemption from school form. These forms are available from the side office.

Absences for overseas or interstate travel are strongly discouraged and can impact on the students’ ability to satisfactorily complete course requirements. Fee-paying international students may also jeopardise their visas and right to remain in Australia.

Different subjects have different prerequisites, e.g. practical subjects require a set number of hours of practical work. Overseas or interstate travel may have a negative impact on this.

If considering overseas or interstate travel, students are to:

- Explain to their family the impact the travel will have;
- complete the Exemption from school form and attached a copy of the airline ticket;
- Appendix B Overseas or interstate trips for each subject studied. This form is to be signed by the head teacher of each subject, parent and year advisor.
- Both forms are to then be submitted to the Principal for approval at least three weeks in advance.

Failure to complete or submit assessment tasks

If a student does not have a valid reason for failing to complete or submit an assessment task a zero mark may be recorded for that task. The student and his/her parents will be advised, in writing, of this.

Non-serious attempts

Students must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the teacher’s professional judgement to determine whether a student has made a genuine attempt to complete these requirements.
Communicating course requirement concerns
Students should receive meaningful feedback in all aspects of their coursework. This may be in the form of marks, grades and/or oral and written comments. Comments may be informed by the performance band descriptions though they should not be reported or graded against these bands.

Disability Provisions for Examinations
Disability provisions may be provided if a student has a special need which would, in a normal examination situation, prevent him or her from:

- reading and interpreting the examination questions and/or
- communicating his/her responses.

Principals have the authority to decide on and to implement special provisions for school-based assessments including tests. ACE Manual 13.1

Regardless of the nature of the special need, the provisions granted will be solely determined by the implications of that need on the student’s functioning in an examination situation. ACE Manual 13.2

Disability Provisions at Concord High School
Concord High School will support students seeking disability provisions. Where it is appropriate and suitable these provisions will be offered to the students to complete their internal assessment component.

If a student experiences a one-off incident which affects his/her examination performance and requires Disability Provisions eg a physical injury, the Principal may elect to grant Disability Provisions for an individual task. These provisions will be issued using the Board of Studies general guidelines.

Concord High School will endeavour to provide students with access to Disability Provisions to ensure a fair process for all students. The implementation of Disability Provisions is however restricted by the resources available and remains the decision of the school.

Student responsibilities
Students must make an appointment with the Learning and Support Teacher (LAST) or School Counsellor to formalise an application for disability examination provisions. Application forms are available from the STL, School Counsellor or Deputy Principal.

Students who have been awarded disability provisions are to check the arrangements for these provisions for the upcoming task with their class teacher.

Accelerants
In exceptional circumstances, students may accelerate into Board developed courses in advance of their usual cohort or in less than the Board’s stated indicative times. Decisions about the acceleration of students will be made by the Principal in accordance with the principles contained in the Board’s Guidelines for Accelerated Progression (revised 2000). Accelerants should complete all assessment tasks that are undertaken by students completing requirements in the normal time frame. However, there may need to be flexibility in the order and timing of assessment tasks.

Assessment tasks for accelerants, where possible, should be either delivered at the same time or in a manner that prevents students being able to communicate the task to each other or put one group at a significant advantage over the other.

STUDENTS TRANSFERRING TO THE SCHOOL
For students who commence study at Concord High School between the commencement of the assessment period and the final date for assessment marks, the Principal may request information from the previous school. However, this information will only be used as a guide and will not form part of the assessment mark. Performance in assessment tasks following arrival at the school and teacher professional judgement will be used to determine the final mark for the course.

Board of Studies
- sets the core curriculum by developing syllabuses for Kindergarten to Year 12 and provides support materials for teachers and parents;
- manages the NSW Higher School Certificate Examinations (Year 12) each year;
- assesses student achievement and awards high quality credentials to meet the needs of the full range of students;
- promotes the provision of quality education by developing, communicating and implementing educational policies and practices;
- provides advice on grading and assessment policy and procedures;
- promotes the provision of quality education through the registration and accreditation of non-government schools, certifying that they may teach students and enter students for the examinations; and
- effectively manages its resources so that educational objectives are met.

Syllabus Requirements:
Students may access the Board of Studies Webpage: http://www.boardofstudies.nsw.edu.au/

All updates to syllabus requirements will be located on this webpage. It is updated daily and has all the relevant dates for things like; advice line, HSC timetables, dates for the release of marks and appeals and copies of past papers so students can access them for home study and extra practice.

The Board of Studies: Official Notices section houses all new information and changes to any of the syllabus requirements. Students and parents have access to this information. Teachers will keep abreast of changes, but students are also encouraged to check the website for their own information.
Board of Studies – Some Key Words

The Board of Studies has published a glossary of words that will make the demands of questions explicit.

Students will be expected to have a clear understanding of what they are required to do in each question in an assessment task or examination.

The following glossary provides the meaning of these words as they generally apply across subject areas.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Account</td>
<td>Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions</td>
<td>Distinguish</td>
<td>Recognise or note/indicate or distinct or different from; to note differences between</td>
</tr>
<tr>
<td>Analyse</td>
<td>Identify components and the relationship between them; draw out and relate implications</td>
<td>Evaluate</td>
<td>Make a judgement based on criteria; determine the value of</td>
</tr>
<tr>
<td>Apply</td>
<td>Use, Utilise, employ in a particular situation</td>
<td>Examine</td>
<td>Inquire into</td>
</tr>
<tr>
<td>Appreciate</td>
<td>Make a judgement about the value of</td>
<td>Explain</td>
<td>Relate cause and effect; make the relationships between things evident; provide why and/or how</td>
</tr>
<tr>
<td>Assess</td>
<td>Make a judgement of value, quality, outcomes, results or size</td>
<td>Extract</td>
<td>Choose relevant and/or appropriate details</td>
</tr>
<tr>
<td>Calculate</td>
<td>Ascertaining/determining from given facts, figures or information</td>
<td>Extrapolate</td>
<td>Infer from what is known</td>
</tr>
<tr>
<td>Clarify</td>
<td>Make clear or plain</td>
<td>Identify</td>
<td>Recognise and name</td>
</tr>
<tr>
<td>Classify</td>
<td>Arrange or include in classes/categories</td>
<td>Interpret</td>
<td>Draw meaning from</td>
</tr>
<tr>
<td>Compare</td>
<td>Show how things are similar or different</td>
<td>Investigate</td>
<td>Plan, inquire into and draw conclusions about</td>
</tr>
<tr>
<td>Construct</td>
<td>Make; build; put together items or arguments</td>
<td>Justify</td>
<td>Support an argument or conclusion</td>
</tr>
<tr>
<td>Contrast</td>
<td>Show how things are different or opposite</td>
<td>Outline</td>
<td>Sketch in general terms; indicate the main features of</td>
</tr>
<tr>
<td>Critically</td>
<td>Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and qualify to (analyse/evaluation)</td>
<td>Predict</td>
<td>Suggest what may happen based on available information</td>
</tr>
<tr>
<td>Deduce</td>
<td>Draw conclusions</td>
<td>Propose</td>
<td>Put forward (for example a point of view, idea, argument, suggestion) for consideration or action</td>
</tr>
<tr>
<td>Define</td>
<td>State meaning and identify essential qualities</td>
<td>Recall</td>
<td>Present remembered ideas, facts or experiences</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Show by example</td>
<td>Recommend</td>
<td>Provide reasons in favour</td>
</tr>
<tr>
<td>Describe</td>
<td>Provide characteristics and features</td>
<td>Recount</td>
<td>Retell a series of events</td>
</tr>
<tr>
<td>Discuss</td>
<td>Identify issues and provide points for and/or against</td>
<td>Summarise</td>
<td>Express concisely the relevant details</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Synthesise</td>
<td>Putting together various elements to make a whole</td>
</tr>
</tbody>
</table>
Name of Candidate:  William Li       Today’s Date:  19/03/2016

Subject: English         Course: Standard

TASK:  Task 2: Case Study of a text        WEIGHTING 10%        DUE DATE:18/03/2012

Reasons for missing the task: Illness – broke wrist and had to go to hospital for treatment

(Give details which support your case to present the task at a later date or sit for a substitute task)

Medical Certificate, supporting documentation or parent letter MUST be attached to the back of this form. Attached: YES / NO

A STATEMENT from a parent/Guardian or witness may be attached if you feel it will support your application

If you were sick DURING an exam, was the teacher aware before the exam began        YES / NO

Candidate Signature: ____________________ Parent/Guardian Signature ____________________

Classroom Teacher /Exam Supervisor comment: _______________________________________________________

Work Submitted 18/03/2016

Signature: ___________________________ Date:  18/03/2016

Head Teacher comment and decision: (indicate if this application needs to go to the School Appeals Committee: YES / NO

Student to hand in assessment task – handed in 18/03/2012

Signature: ___________________________ Date: ________________________

APPEALS COMMITTEE: DECISION ________________________________________________________________

Deputy Principal in Charge of Year 7/8: ___________________________ Principal: ___________________________

Provider Name: NSW Department of Education and Communities – Schools CRICOS Code 00588M

A new form is required for each missed task
Name of Candidate: _______________________________  Today’s Date: _______________________________

Subject: _______________________________  Course: _______________________________

TASK: _______________________________  WEIGHTING _________  DUE DATE: _______________________________

Reasons for missing the task: ________________________________________________________________

(Give details which support your case to present the task at a later date or sit for a substitute task)

Medical Certificate, supporting documentation or parent letter **MUST** be attached to the back of this form. **Attached: YES / NO**

A STATEMENT from a parent/Guardian or witness may be attached if you feel it will support your application

If you were sick **DURING** an exam, was the teacher aware before the exam began  **YES / NO**

Candidate Signature: _______________________________  Parent/Guardian Signature _______________________________

Classroom Teacher /Exam Supervisor comment: ________________________________________________________________

Signature: _______________________________  Date: _______________________________

Head Teacher comment and decision: (indicate if this application needs to go to the School Appeals Committee: **YES / NO**

Signature: _______________________________  Date: _______________________________

APPEALS COMMITTEE: DECISION ________________________________________________________________

Deputy Principal in Charge of Year 7/8: _______________________________  Principal: _______________________________

Provider Name: NSW Department of Education and Communities – Schools CRICOS Code 00588M

A new form is required for each missed task

2016 Year 7 Assessment Booklet
CONCORD HIGH SCHOOL
OVERSEAS OR INTERSTATE TRIPS
VARIATION TO STUDIES

NAME: ___________________________________________           YEAR: ___________

DESTINATION: ____________________________________

APPROVED: YES / NO

DATE OF DEPARTURE: _______________________         DATE OF RETURN: _____________________

Subject | Course | Work/Assessment Tasks that will be missed

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Work/Assessment Tasks that will be missed</th>
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</tbody>
</table>

HEAD TEACHER’S COMMENT: The consequences of missing the above work will be: ________________________________

Signature of Parent/Guardian: ________________________________ Date: _______________________

Year Adviser’s Signature: ________________________________ Date: _______________________

Deputy/Principal’s Signature: ________________________________ Date: _______________________

CRICOS Provider Name: NSW Department of Education | CRICOS Code 00588M

In addition to this form, students are to complete an application for exemption from school form.
### YEAR 7 ASSESSMENT SCHEDULE SUMMARY 2016

<table>
<thead>
<tr>
<th>W</th>
<th>Term 1 2016</th>
<th>Term 2 2016</th>
<th>Term 3 2016</th>
<th>Term 4 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Visual Arts</td>
<td>PDHPE</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Learning Unit</td>
<td>Learning Unit</td>
<td></td>
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<td></td>
<td></td>
<td>Visual Arts</td>
<td>PDHPE</td>
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<td>3</td>
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<td>4</td>
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<td>5</td>
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<td>English</td>
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<td>6</td>
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<td>7</td>
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<tr>
<td>11</td>
<td>Science</td>
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</tr>
</tbody>
</table>

- Students should check individual Course Assessment Schedules for details and nature of tasks.
- This is subject to change – students will be issued with a notification of assessment prior to assessment tasks.
- Ongoing tasks, including major projects and homework are not listed in this schedule.
SUBJECT: ENGLISH

Course Outline

English in Year 7 is both challenging and enjoyable. Students respond to a variety of texts critically, imaginatively and interpretively and compose accurate, clear and coherent texts. They use English in personal, social and learning contexts with increasing control and understanding of the form and features of language and structures of texts, and with increasing awareness of purpose, audience and context. Students make connections between texts, they recognise the main ideas and points of view, and the ways in which texts seek to position responders. They make decisions about whether content and language are appropriate to purpose, audience and context. They can express a personal point of view, give words and images to their imaginings and compose logical argument.

Course Outcomes

A student:

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

Assessment Grid

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weighting %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Task</td>
<td>EN4-1A, EN4-3B, EN4-4B</td>
<td>20%</td>
<td>Term 1 Week 9</td>
</tr>
<tr>
<td><em>(This is me) - Writing</em></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Mid Course Examination</td>
<td>EN4-1A, EN4-5C</td>
<td>20%</td>
<td>Term 2 Week 5</td>
</tr>
<tr>
<td>-Reading Comprehension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response to film</td>
<td>EN4-2A, EN4-5C, EN4-6C</td>
<td>20%</td>
<td>Term 2 Week 9</td>
</tr>
<tr>
<td>A Hero’s Journey Film Review –Viewing and Representing/Listening</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Speech</td>
<td>EN4-1A, EN4-7D, EN4-8D</td>
<td>20%</td>
<td>Term 3 Week 7</td>
</tr>
<tr>
<td>Adventure of English – Novel Study - Speaking</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Yearly Examination</td>
<td>EN4-2A, EN4-5C, EN4-6C, EN4-9E</td>
<td>20%</td>
<td>Term 4 Week 5</td>
</tr>
<tr>
<td><em>(Visual Literacy) – Viewing and Representing/Listening</em></td>
<td></td>
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</tr>
</tbody>
</table>
SUBJECT: GEOGRAPHY

Course outline

Global Geography consists of four focus areas in which students learn about the geographical processes and human interactions that shape global environments. They also learn about geographical issues and different perspectives about the issues; and develop an understanding of civics and appropriate methods of citizenship for individual and group responses to these issues. They learn about mountain environments and the people, flora and fauna that are impacted by these surroundings.

Course Outcomes

A student:

4.1 identifies and gathers geographical information
4.2 organises and interprets geographical information
4.3 uses a range of written, oral and graphic forms to communicate geographical information
4.4 uses a range of geographical tools
4.5 demonstrates a sense of place about global environments
4.6 describes the geographical processes that form and transform environments
4.7 identifies and discusses geographical issues from a range of perspectives
4.8 describes the interrelationships between people and environments
4.9 describes differences in life opportunities throughout the world
4.10 explains how geographical knowledge, understanding and skills combine with knowledge of civics to contribute to informed citizenship

Assessment Grid

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weighting %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classwork</td>
<td>4.1, 4.2, 4.3, 4.8, 4.9</td>
<td>20%</td>
<td>Term 2 Week 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Term 4 Week 5</td>
</tr>
<tr>
<td>Digital Presentation World Heritage Research Task</td>
<td>4.1, 4.2, 4.3, 4.6, 4.7</td>
<td>30%</td>
<td>Term 1 Week 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Term 3 Week 9</td>
</tr>
<tr>
<td>Knowledge and Skills Test</td>
<td>4.2, 4.3, 4.4</td>
<td>50%</td>
<td>Term 2 Week 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Term 4 Week 5</td>
</tr>
</tbody>
</table>
SUBJECT: HISTORY

Course Outline

In Year 7 students explore the nature of history and historical sources, both archaeological and written. Students investigate ancient history from the time of the earliest human communities to the end of the ancient period. Societies investigated include Australia, China and a choice between Egypt, Greece or Rome.

Course Outcomes

A student:

- **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 enquiry
- **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.

Assessment Grid

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weighting %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigating the Ancient Past Exam</td>
<td>HT4.1, HT4.2, HT4.3, HT4.4, HT4.7</td>
<td>40%</td>
<td>Term 1 Week 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Term 3 Week 6</td>
</tr>
<tr>
<td>The Mediterranean World</td>
<td>HT4.3, HT4.6, HT4.8, HT4.9, HT4.10</td>
<td>40%</td>
<td>Term 2 Week 3</td>
</tr>
<tr>
<td>Egypt or Greece or Rome Interview</td>
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<td></td>
<td>Term 4 Week 3</td>
</tr>
<tr>
<td>Ancient China Classwork</td>
<td>HT4.5, HT4.6, HT4.7, HT4.8, HT4.9, HT4.10</td>
<td>20%</td>
<td>Term 2 Week 9</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>Term 4 Week 6</td>
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</tbody>
</table>
SUBJECT: LANGUAGES OTHER THAN ENGLISH TASTER COURSE - CHINESE

Duration: One term

Course Outline
This unit is an introduction to the Chinese language and culture. Students will learn some basic spoken and written Chinese. They will learn how to ask and give simple information in Chinese about themselves and explore certain cultural aspects of China and Chinese-speaking communities.

Course Outcomes
Students will:

4.UL1 recognise and respond to words, phrases and simple sentences in Chinese (Listening)
4.UL2 identify and respond to features of written Chinese (Reading)
4.UL3 use Chinese to interact in everyday activities (Speaking)
4.UL4 develop writing skills by recognising and copying Chinese (Writing)
4.MLC.2 demonstrate knowledge and appreciation of some cultural features of China (Culture)

Assessment Grid

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weighting %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classwork and participation</td>
<td>4.UL1, 4.UL2, 4.UL3, 4.UL4</td>
<td>80%</td>
<td>End of term</td>
</tr>
<tr>
<td>Cultural activities</td>
<td>4.MLC.2</td>
<td>20%</td>
<td>End of term</td>
</tr>
</tbody>
</table>

Resources and Course Requirements

- Course booklet (supplied by teacher).
- 1 Bound A4 exercise book for all four languages studied – 128 pages (not folder, not spirex)
- Correct equipment (pens/pencils, colour pencils, glue and scissors) must be brought to each lesson.
- All work must be handed in on time. Late work will be penalised.
- All work must be your own. References should be acknowledged.
SUBJECT: LANGUAGES OTHER THAN ENGLISH TASTER COURSE - FRENCH

Duration: One term

Course Outline
In this unit, students will be given a basic introduction to the French language. They will learn how to ask and give simple information in French about themselves and learn about certain cultural aspects of France and French-speaking communities.

Course Outcomes
Students will:

4.UL1 recognise and respond to words, phrases and simple sentences in French (Listening)
4.UL2 identify and respond to features of written French (Reading)
4.UL3 use French to interact in everyday activities (Speaking)
4.UL4 develop writing skills by recognising and copying French (Writing)
4.MLC.2 demonstrate knowledge and appreciation of some cultural features of France (Culture)

Assessment Grid

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weighting %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classwork and participation</td>
<td>4.UL1, 4.UL2,</td>
<td>80%</td>
<td>End of term</td>
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<tr>
<td></td>
<td>4.UL3, 4.UL4</td>
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<tr>
<td>Cultural activities</td>
<td>4.MLC.2</td>
<td>20%</td>
<td>End of term</td>
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</table>

Resources and Course Requirements:
- Course booklet (supplied by teacher).
- 1 Bound A4 exercise book for all four languages studied – 128 pages (not folder, not spirex)
- Correct equipment (pens/pencils, colour pencils, glue and scissors) must be brought to each lesson.
- All work must be handed in on time. Late work will be penalised.
- All work must be your own. References should be acknowledged.
Subject: Languages Other Than English Taster Course - Japanese

Duration: One term

Course Outline
This unit is an introduction to the Japanese language and culture. Students will learn some basic spoken Japanese, as well as some hiragana script. They will also be introduced to traditional and contemporary aspects of Japan and Japanese speaking communities.

Course Outcomes
Students will:

4.UL1 recognise and respond to words, phrases and simple sentences in Japanese (Listening)
4.UL2 identify and respond to features of written Japanese (Reading)
4.UL3 use Japanese to interact in everyday activities (Speaking)
4.UL4 develop writing skills by recognising and copying Japanese (Writing)
4.MLC.2 demonstrate knowledge and appreciation of some cultural features of Japan (Culture)

Assessment Grid

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weighting %</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Classwork and participation</td>
<td>4.UL1, 4.UL2, 4.UL3, 4.UL4</td>
<td>80%</td>
<td>End of term</td>
</tr>
<tr>
<td>Cultural activities</td>
<td>4.MLC.2</td>
<td>20%</td>
<td>End of term</td>
</tr>
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</table>

Resources and Course Requirements
- Course booklet (supplied by teacher).
- 1 Bound A4 exercise book for all four languages studied – 128 pages (not folder, not spirex)
- Correct equipment (pens/pencils, colour pencils, glue and scissors) must be brought to each lesson.
- All work must be handed in on time. Late work will be penalised.
- All work must be your own. References should be acknowledged.
SUBJECT: LANGUAGES OTHER THAN ENGLISH TASTER COURSE - ITALIAN

Duration: One term

Course Outline
In this unit, students will be given a basic introduction to the Italian language. They will learn how to ask and give simple information in Italian about themselves and learn about certain cultural aspects of Italy and Italian-speaking communities.

Course Outcomes
Students will:
4.UL1 recognise and respond to words, phrases and simple sentences in Italian (Listening)
4.UL2 identify and respond to features of written Italian (Reading)
4.UL3 use Italian to interact in everyday activities (Speaking)
4.UL4 develop writing skills by recognising and copying Italian (Writing)
4.MLC.2 demonstrate knowledge and appreciation of some cultural features of Italy (Culture)

Assessment Grid

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weighting %</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Classwork and participation</td>
<td>4.UL1, 4.UL2, 4.UL3, 4.UL4</td>
<td>80%</td>
<td>End of term</td>
</tr>
<tr>
<td>Cultural activities</td>
<td>4.MLC.2</td>
<td>20%</td>
<td>End of term</td>
</tr>
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</table>

Resources and Course Requirements
- Course booklet (supplied by teacher).
- 1 Bound A4 exercise book for all four languages studied – 128 pages (not folder, not spirex)
- Correct equipment (pens/pencils, colour pencils, glue and scissors) must be brought to each lesson.
- All work must be handed in on time. Late work will be penalised.
- All work must be your own. References should be acknowledged.
SUBJECT: LEARNING UNIT

Duration: One semester

Course Outline
This is an introductory unit aimed at supporting Year 7 students in their adjustment to Concord High School. Students develop organisational and study skills, as well as information, presentation and technological skills. All of these skills will support their learning throughout high school. They will demonstrate their knowledge and understanding of these skills through a series of theoretical and practical exercises and activities.

Course Outcomes
A student
1. develops strong organisational skills, understands academic goal setting and how to develop or maintain a positive attitude to learning and school.
2. understands and develops study and learning techniques and skills. This is approached through applying modern knowledge of how the brain learns to practical study techniques and habits.
3. examines the stages of the information process. This includes analysing the question and locating, organising and presenting information. Students also examine the steps in effective web searches, bookmarking of resources and how to evaluate websites.

Assessment Grid:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Outcomes</th>
<th>Weighting %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete organisation and attitude booklet</td>
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<td>30%</td>
<td>Term 1 Week 7</td>
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<td>Term 3 Week 7</td>
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<tr>
<td>Draw a mind map which summarises study skills and</td>
<td>2</td>
<td>30%</td>
<td>Term 2 Week 2</td>
</tr>
<tr>
<td>learning techniques</td>
<td></td>
<td></td>
<td>Term 4 Week 2</td>
</tr>
<tr>
<td>Complete a research bibliography</td>
<td>3</td>
<td>30%</td>
<td>Term 2 Week 6</td>
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<td>Term 4 Week 6</td>
</tr>
<tr>
<td>Diary Check</td>
<td>1</td>
<td>10%</td>
<td>Term 2 Week 6</td>
</tr>
<tr>
<td></td>
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<td>Term 4 Week 6</td>
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</tbody>
</table>

Resources and Course Requirements
- Correct equipment must be brought to each lesson. This includes the student diary.
- All work must be the student’s own work and not plagiarised.
SUBJECT: LITERACY FOR LIFE

Duration: One Semester

Course Outline
The unit of work for Literacy Year 7 is based on the English Stage 4 Syllabus but with particular emphasis on the aspects of literacy and grammar contained within. Literacy is not just about reading, but focuses on the understanding and use of written information. It is vital to students throughout their school years. Just as importantly, the skills learnt in Literacy are ones that will be taken by the student out into the world of employment. This initial Semester of Literacy deals primarily with the mechanics of language. Students will be involved in online learning for this unit.

Year 7 class studies ‘literacy’ for one semester only – ie terms 1 and 2, or terms 3 and 4.

Course Outcomes
A student:
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

Assessment Grid

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weighting %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Test – Grammar</td>
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<td>50%</td>
<td>Term 1 Week 8</td>
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<tr>
<td></td>
<td>EN4-4B</td>
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<td>or Term 3 Week 8</td>
</tr>
<tr>
<td>Class Test – Punctuation and Vocabulary</td>
<td>EN4-3B</td>
<td>50%</td>
<td>Term 2 Week 6</td>
</tr>
<tr>
<td></td>
<td>EN4-4B</td>
<td></td>
<td>or Term 4 Week 5</td>
</tr>
</tbody>
</table>
**SUBJECT: MATHEMATICS**

**Course Outline**

In Year 7 students will build on their skills and knowledge developed in Stage 3 in the areas of number and algebra, statistics and probability and measurement and geometry. Work on patterns in Stage 3 will grow into algebra. All students will be expected to develop their skills in the areas of communication and reasoning of mathematical ideas. Students will require a grid book and calculator. Students will be given homework each week both from textbooks and through technology.

**Course 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
- **MA4-10NA** uses algebraic techniques to solve simple linear and quadratic 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 circles
- **MA4-13MG** uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
- **MA4-14MG** 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
- **MA4-17MG** 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 transversal on sets of parallel lines
- **MA4-19SP** collects, represents and interprets single sets of data, using appropriate statistical displays
- **MA4-21SP** represents probabilities of simple and compound events

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### Assessment Grid

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weighting %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 test</td>
<td>MA4-1WM, 2WM, 3WM, 14MG, 18MG, 5NA</td>
<td>20%</td>
<td>Term 1 Week 8</td>
</tr>
<tr>
<td>Mid Course examination</td>
<td>MA4-1WM, 2WM, 3WM, 14MG, 18MG, 5NA, 19SP, 7NA, 15MG, 8NA</td>
<td>20%</td>
<td>Term 2 Week 8</td>
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<tr>
<td>Focus Study 1</td>
<td>MA4-1WM, 2WM, 3WM, 14MG, 15MG, 4NA, 5NA, 6NA, 7NA</td>
<td>20%</td>
<td>Term 3 Week 3</td>
</tr>
<tr>
<td>Yearly examination</td>
<td>All</td>
<td>30%</td>
<td>Term 4 Week 4/5</td>
</tr>
<tr>
<td>In class topic test and practical tasks</td>
<td>All</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

### Resources

Students will be issued with text books and given access to software packages.
SUBJECT: MUSIC

Course Outline
The Year 7 Music course is designed to introduce students to musical concepts. Development of notation skills is inherent in the learning activities. Students focus on developing performance, composition and listening skills using musical concepts. Students compose and improvise throughout the year, developing knowledge and musical literacy. Each performance and composition builds upon previously learned knowledge and skills. Students are actively engaged in making music and learning to be articulate in describing the what, how and why of their musical journey. In listening, students focus on developing aural discrimination. The music chosen for aural discrimination reflects a diversity of style, performing media and chronology. Assessment activities are included addressing the components of performance, listening and composition. The unit addresses cross-curriculum content, including ICT, and is modified to suit the students’ needs and capabilities.

Course Outcomes
A student:
4.1 performs in a range of musical styles demonstrating an understanding of the musical concepts
4.2 performs music demonstrating solo and/or ensemble awareness
4.3 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
4.4 notates compositions using traditional and/or non-traditional notation
4.5 demonstrates an understanding of the musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
4.6 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
4.7 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
4.8 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

Assessment Grid

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weighting %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aural</td>
<td>4.7, 4.8</td>
<td>20%</td>
<td>Term 1 Week 9</td>
</tr>
<tr>
<td>Performance</td>
<td>4.1, 4.3</td>
<td>20%</td>
<td>Term 2 Week 6</td>
</tr>
<tr>
<td>Composition</td>
<td>4.4, 4.5</td>
<td>20%</td>
<td>Term 3 Week 9</td>
</tr>
<tr>
<td>Performance</td>
<td>4.1, 4.3</td>
<td>20%</td>
<td>Term 4 Week 6</td>
</tr>
<tr>
<td>Class Tasks</td>
<td>4.1 – 4.8</td>
<td>20%</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

Resources
A4 Exercise Book, Writing equipment, Edmodo account
SUBJECT: PERSONAL DEVELOPMENT, HEALTH, PHYSICAL EDUCATION

Course Outline

In PDHPE students participate in various movement activities to develop and refine their fundamental movement skills and improve their capacity to move with skill, control and confidence.

In Year 7 students reflect on challenges and changes young people often experience at this time in their lives, discuss how to develop and maintain respectful friendships, analyse their current lifestyle and explore the consequences of risky behaviours, particularly in road and water environments. They develop knowledge and skills in these various contexts that will enable them to adopt and maintain a healthy and active lifestyle.

Course Outcomes

A student:

4.1 describes the physical, social and emotional changes that occur during adolescence
4.2 identifies people and services that can provide them with help and support to manage challenging situations
4.3 describe qualities of positive friendships and devise help seeking strategies to use in situations where bullying and harassment is occurring
4.4 demonstrates and refines movement skills in a range of contexts and environments
4.5 uses the elements of composition to create and perform movements in various contexts
4.6 describes how eating habits could impact on their current and future health
4.7 describes the benefits of a balanced lifestyle and participation in physical activity
4.8 participates in a range of physical activities and supports the enjoyable and successful participation of others

Assessment Grid

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weighting %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes and Challenges – assessment and class work</td>
<td>4.1, 4.2</td>
<td></td>
<td>Term 1 Week 8</td>
</tr>
<tr>
<td>Getting along – class work</td>
<td>4.2, 4.3</td>
<td>50%</td>
<td>Throughout Term 2</td>
</tr>
<tr>
<td>Fit for Life – class work</td>
<td>4.6, 4.9, 4.10</td>
<td></td>
<td>Throughout Term 3</td>
</tr>
<tr>
<td>Me and My World – Topic test and class work</td>
<td>4.1</td>
<td></td>
<td>Throughout Term 3 &amp; Term 4 Weeks 1-3</td>
</tr>
<tr>
<td>Movement skills and applications (in PE lessons)</td>
<td>4.4, 4.5</td>
<td>50%</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

Resources

Concord HS PE uniform, hat and appropriate running shoes will be required for all practical lessons.
SUBJECT: SCIENCE

Course Outline

The stage 4 and 5 Science syllabus is broken into four distinct fields of study: Biology, Chemistry, Earth and Space science and Physics. Students will be introduced to each of these fields over the junior years in the hope that they will go onto to choose one or more of them at the HSC level.

Topics studied in Year 7 include: **Nature of Matter, Cells, Earth, Sun and the Moon, Mixtures, Earth’s resources, Classification and Forces.** Specifically, students will be provided with a learning experience in which they:

- acquire scientific knowledge and skills and develop understanding about phenomena within and beyond their experience
- develop an appreciation of science as a human activity and apply their understanding to their everyday life

Course Outcomes

Skills

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC4-4WS</td>
<td>identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge</td>
</tr>
<tr>
<td>SC4-5WS</td>
<td>collaboratively and individually produces a plan to investigate questions and problems</td>
</tr>
<tr>
<td>SC4-6WS</td>
<td>follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually</td>
</tr>
<tr>
<td>SC4-7WS</td>
<td>processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions</td>
</tr>
<tr>
<td>SC4-8WS</td>
<td>selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems</td>
</tr>
<tr>
<td>SC4-9WS</td>
<td>presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations</td>
</tr>
</tbody>
</table>

Knowledge and understanding

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC4-10PW</td>
<td>describes the action of unbalanced forces in everyday situations</td>
</tr>
<tr>
<td>SC4-11PW</td>
<td>discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations</td>
</tr>
<tr>
<td>SC4-12ES</td>
<td>describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system</td>
</tr>
<tr>
<td>SC4-13ES</td>
<td>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</td>
</tr>
<tr>
<td>SC4-14LW</td>
<td>relates the structure and function of living things to their classification, survival and reproduction</td>
</tr>
<tr>
<td>SC4-15LW</td>
<td>explains how new biological evidence changes people’s understanding of the world</td>
</tr>
<tr>
<td>SC4-16CW</td>
<td>describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles</td>
</tr>
<tr>
<td>SC4-17CW</td>
<td>explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life</td>
</tr>
</tbody>
</table>
## Assessment Grid

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weighting %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research and Oral Task</td>
<td>SC4-7WS, SC4-8WS, SC4-9WS, SC4-16CW</td>
<td>25%</td>
<td>Term 1 Week 8</td>
</tr>
<tr>
<td>Nature of Matter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic tests</td>
<td>CS4-4WS, SC4-7WS, SC4-8WS, SC4-16CW, SC4-14LW, SC4-12ES</td>
<td>20%</td>
<td>Term 1 Week 6</td>
</tr>
<tr>
<td>Nature of Matter, Cells, Earth, Sun and the Moon</td>
<td></td>
<td></td>
<td>Term 1 Week 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Term 2 Week 5</td>
</tr>
<tr>
<td>Skills – Experimental design</td>
<td>SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-17CW, SC4-13ES</td>
<td>25%</td>
<td>Term 3 Week 4</td>
</tr>
<tr>
<td>Mixtures, Earth’s resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yearly examination</td>
<td>SC4-4WS, SC4-5WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-16CW, SC4-17CW, SC4-14LW, SC4-12ES, SC4-13ES, SC4-10PW</td>
<td>30%</td>
<td>Term 4 Week 5</td>
</tr>
<tr>
<td>Nature of Matter, Cells, Earth, Sun and the Moon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mixtures, Earth’s resources, Classification, Forces</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2016 Year 7 Assessment Booklet
SUBJECT: TECHNOLOGY MANDATORY

Course Outline
Technology (Mandatory) develops in students an understanding of design and design processes and the technologies that can be employed to produce creative and innovative solutions to identified needs. It enables students to select and use materials, tools and techniques in a responsible and safe manner.

All students will learn about the processes of designing through the development of design projects in the areas of:

- Built Environments
- Products
- Information and Communications.

They will learn about the properties, characteristics and applications of a range of materials and resources, and the tools and equipment that are used to manipulate these materials and resources. Students will gain an understanding of the factors that influence design including function and aesthetics. They will study the work of designers and the impact of technological advancement on society and the environment.

Students will learn to identify and respond to needs through the development and production of quality design projects. They will learn to access and safely use a range of materials, tools and techniques to aid in the development of design projects and to critically evaluate their own work and the work of others.

Students will learn to undertake research and experiments to inform the development of design projects and to evaluate, analyse and apply the results of these activities to individual projects.

Course Outcomes
A student:

4.1.1 applies design processes that respond to needs and opportunities in each design project
4.1.2 describes factors influencing design in the areas of study of Built Environments, Products, and Information and Communications
4.1.3 identifies the roles of designers and their contribution to the improvement of the quality of life
4.2.1 generates and communicates creative design ideas and solutions
4.2.2 selects, analyses, presents and applies research and experimentation from a variety of sources
4.3.1 applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects
4.3.2 demonstrates responsible and safe use of a range of tools, materials and techniques in each design project
4.4.1 explains the impact of innovation and emerging technologies on society and the environment
4.5.1 applies management processes to successfully complete design projects
4.5.2 produces quality solutions that respond to identified needs and opportunities in each design project
4.6.1 applies appropriate evaluation techniques throughout each design project
4.6.2 identifies and explains ethical, social, environmental and sustainability considerations related to design projects
**Assessment Grid**

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weighting %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Common Assessment tasks</td>
<td>4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.4.1, 4.5.1, 4.5.2, 4.6.1, 4.6.2</td>
<td>20%</td>
<td>Term 1 Week 5</td>
</tr>
<tr>
<td>2. Design Project &amp; Folio</td>
<td></td>
<td>30%</td>
<td>Term 1 Week 10</td>
</tr>
<tr>
<td>3. Common Assessment tasks</td>
<td></td>
<td>20%</td>
<td>Term 2 Week 8</td>
</tr>
<tr>
<td>4. Design Project &amp; Folio</td>
<td></td>
<td>30%</td>
<td>Term 3 Week 9</td>
</tr>
</tbody>
</table>

Students will rotate around different Technology context areas each semester and will be required to submit a design project. Practical work will be ongoing throughout the year along with folio documentation.

**Resources**

Students are required to have an A4 display folder and a USB for computer work. During practical work students are required to wear closed in leather school shoes to meet WHS requirements. In specialist rooms such as woodwork, metalwork and the kitchens, students will be expected to wear an apron. These aprons will be provided by the Technological & Applied Studies faculty. Students are required to pay annual fees for Technology Mandatory.
SUBJECT: VISUAL ARTS

Course Outline

In the mandatory course, students engage with practice (art making, critical and historical studies), the conceptual framework and at least three of the four frames in making and interpreting art.

Course Outcomes

Students explore a range of ideas and interests in the world, in at least two of the broad areas of 2D, 3D and/or 4D forms. The provision of opportunities to explore some sustained drawing and computer-based technologies is a requirement. Students begin a visual arts diary as they make specific explorations of ideas and interests, formulate ideas for artworks and record relevant technical information.

In critical and historical studies students are introduced to the conceptual framework and at least three of the four frames as a way to understand the visual arts.

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 the 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 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.

Assessment Grid

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
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<th>Weighting</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archibald Prize Assignment</td>
<td>4.7, 4.8, 4.9, 4.10</td>
<td>20%</td>
<td>Term 1 Week 10</td>
</tr>
<tr>
<td>‘What’s in my Head’ Photoshop portrait</td>
<td>4.1, 4.2, 4.3, 4.4, 4.5, 4.6</td>
<td>20%</td>
<td>Term 2 Week 2</td>
</tr>
<tr>
<td>Cultural Self Portrait Mixed Media</td>
<td>4.1, 4.2, 4.3, 4.4, 4.5, 4.6</td>
<td>20%</td>
<td>Term 3 Week 1</td>
</tr>
<tr>
<td>Mythical creature ceramics tile</td>
<td>4.1, 4.2, 4.3, 4.4, 4.5, 4.6</td>
<td>20%</td>
<td>Term 3 Week 10</td>
</tr>
<tr>
<td>Mythical Creature Lino and analysis</td>
<td>4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10</td>
<td>20%</td>
<td>Term 4 Week 7</td>
</tr>
</tbody>
</table>

Resources

Students are required to have an A4 Visual Art Process Diary (VAPD) for theory and practical work, an Art Kit (both VAPD and Art Kit are purchased on Orientation Day) and a USB storage device for saving computer related work. During practical work in the art rooms, students are required to have an apron. Students are required to pay annual fees for Visual Arts and each student should have an Edmodo account.