



Batemans Bay High School

LEARNING LEADS TO EMPOWERMENT



Year 7

.....
Assessment Schedule 2024

Contact Details

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School Organisation

Batemans Bay High School provides quality education to the secondary students in the Batemans Bay community. The school's learning philosophy aims to empower students to become resilient, confident and curious learners who are engaged and committed to their own learning.

The school provides quality teaching and learning in a safe, inclusive and caring environment where responsibility, participation and success are shared by all.

Excellence is achieved through partnerships between staff, students, parents/carers and the wider community.

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The Bay Way – Positive behaviour for learning (PB4L)

Our school is a Positive Behaviour for Learning (PB4L) school. At Batemans Bay High we follow “The Bay Way”. We endeavour to explicitly teach students the behaviours we expect of them and approach all our teaching through our three core values.

The Bay Way is a school developed program that uses a school wide approach to behaviour management. It has a teaching focus. Its focus is on positive reinforcement in all our teaching and through the use of the Personal Achievement Program.

Core Values

Values	Classroom
Be responsible: This means thinking about our choices and making decisions that will have a positive outcome for ourselves and others	Do my best: <ul style="list-style-type: none">• Complete assigned class tasks• Raise hand before contributing to class discussion or asking a question• Identify need and ask for help by raising your hand• Pens, books and /or laptops placed on desk ready for learning
Be safe: This means behaving in a manner that benefits myself and others	Follow teachers directions: <ul style="list-style-type: none">• When the bell rings move to your scheduled activity• Line up in two lines outside of classroom• Keep hands and feet to self• Ensure you are wearing enclosed shoes and appropriate PPE
Be respectful: This means fostering a positive environment through our words and actions	Be respectful: <ul style="list-style-type: none">• Knock on closed doors and wait to enter• Listen to and follow teacher instructions• remove hat and put phone away• raise hand before speaking

Classroom Expectations

Come prepared
Follow instructions
Stay on task
Speak politely
Strive for excellence

School Contact Information

Address: 2 George Bass Drive
Batehaven NSW 2536

Telephone: 4478 3600

Web address: <https://batemansba-h.schools.nsw.gov.au>

Principal	Paula Hambly
Deputy Principal	Caroline Preston
Deputy Principal	Andrew Histon
Deputy Principal	Caterina Herder-Beke
Deputy Principal	Diarna Kalmanidis

Head Teachers:	
English	Erin Sheppard
Mathematics	Judith Armitt (Relieving)
Science	Megan Nicholls
HSIE	Skye Matthews
TAS	Darlene Dallos
PDHPE	Baillie Casley (Relieving)
CAPA	Michele Anuyahong
Teaching and Learning	Maria Love (Relieving)
Special Education	Drew Peters (Relieving)
Administration	Kit May

Wellbeing Team:	
Wellbeing Coordinator	Erin Harris (Yr7-9)

	Kelly Cameron (Yr 10-12)
Year 7	Pernille Oldham
	Daniel McLean (assistant)
Year 8	Sally Malone
	Wade Matthews (assistant)
Year 9	Priscilla Li
	Drew Peters (assistant)
Year 10	Skye Matthews
	Rod Hatton (assistant)
Year 11	Megan Nicholls
	Glenn Hall (assistant)
Year 12	Paul Hardy
	Hannah Gilligan (assistant)

Introduction

This document has been developed to make clear the procedures, expectations and rules about assessment at Batemans Bay High School.

The first pages are the school's policy on assessment for students in Year 7-9.

The remaining pages are the assessment schedules for each subject, including:

- the assessment tasks which will take place throughout the year
- when each task will take place
- how much each task is worth

What is Assessment

Assessment is how you and your teachers measure your success as a learner.

Assessment of learning in Year 7

Assessment tasks determine your level of performance on a specific task or at the conclusion of a unit of work, a school year or stage. The information gained from this type of assessment is often used in reporting.

Assessment for learning in Year 7

Assessment tasks give you opportunities to produce work that leads to the development of knowledge, understanding and skills. Teachers decide how and when to assess your achievement as they plan the work you will do, using a whole range of strategies including self-assessment and peer-assessment.

Assessment Of Learning (Formal assessment)	Assessment For Learning (Informal assessment)
Assessment that usually occurs at the end of a unit to check your overall understanding	Assessment that checks your progress along the way to make sure that you are learning as the teacher moves through the unit of work
Assessment tasks/unit tests	Observation of student learning
Projects/Research Assignments	Classroom activities
Oral Engagement/Presentations	Homework assignments
Practical Tasks and Artworks	Mini-tests
Portfolios	Group and pair work
Practical performances and compositions	Experiments/Performances
Half Yearly and Yearly examinations	Bookwork

The Submission of Assessment Tasks

Students must:

- Hand in their tasks by the allocated time on the date the task is due.
- Present work that is their own and in the specified form.
- Sit in-class examinations or assessments during their allocated time.
- Make a serious attempt at all tasks as set out in the notification.

If a student is absent for an assessment task they must:

- Approach the relevant class or head teacher before the due date of the task where an absence is known in advance, including approved leave or school business to organise an alternative due date.
- Provide the class or head teacher with a satisfactory note or medical certificate from your parent/carer/doctor on the first day of your return to class.
- Complete the task as soon as possible on return to school, as negotiated with your class or head teacher.

If a student fails to fulfil these responsibilities:

- For work that is not their own, for work not submitted by the due date and time and for a non-serious attempt a zero mark will apply.
- A letter of concern will be issued.
- A parent/teacher interview will be required.

If a student has technology problems they must:

- Provide evidence they have been working on their task prior to this problem. This could be in the form of the teacher witnessing work progress, a draft printout, handwritten draft, work in progress copy. It is recommended students keep a backup copy of all work or utilise Google Drive on their student portal.
- If no such evidence is provided a zero mark may apply.
- In other cases an alternative due date/form will be negotiated with the class or head teacher.

When an assessment task is during class time, students must attend school for all lessons that day. (That is, a student cannot miss lessons to prepare for their assessment task – they must attend school for the whole day otherwise a zero mark may apply.)

Electronic or online submission of assessment tasks

Students are not to assume that all assessment tasks are to be submitted by email or by other digital media. However, on some occasions the head teacher or teacher may allow students to submit them electronically. Class or head teachers may also require you to hand in a printed copy of the task. Any such instructions will be made clear to students on the assessment task notification.

When this is required or permitted, the task may be submitted on USB, email or Google Classroom. When electronic submission does occur, the following rules will apply:

1. The school will not be responsible for unreadable, unusable or virus infected files or media.
2. The school will only accept assessment tasks which are written in applications to which school staff have ready access, and in a format which can be read by most school computers.
3. The assessment task should be readily identifiable.

An assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied. The school will not be responsible for not receiving emails. If submitting work by email, you must request that the teacher let you know that he/she has received your work. Teachers will acknowledge receipt as soon as possible.

Assessment Adjustments

All students should be able to access all assessments. There may however be times when some students will require and be given adjustments so they can access assessments successfully.

These may be given to accommodate students with the following needs:

- Visual or auditory difficulties
- Learning difficulties
- Fine motor difficulties
- Illnesses such as diabetes
- Ongoing injuries that will impact on a student's ability to complete an assessment task
- Psychological difficulties

Parents/carers can contact the Learning Support Team at school to discuss their child's needs and teachers may also contact parents to discuss a student's needs. Proposed adjustments will be discussed with the student and parents.

In circumstances where a student has a temporary condition, such as a recent injury which may affect school assessments or examinations parents/carers may apply via email to the deputy principal for the temporary approval of special consideration. In these cases the deputy will communicate with the learning support team and appropriate adjustments will be considered. Teachers/head teachers will confirm the adjustments in consultation with the student and parents.

Medical or other appropriate evidence will be required.

Alleged malpractice in assessment tasks or examinations

Malpractice, or cheating, is defined as "dishonest behaviour by a student that gives them an unfair advantage over others." Plagiarism is copying someone else's work and pretending that it is your own.

Examples of malpractice:

- Plagiarism (copying someone else's work in part or in whole and claiming that it is your work).
- Collusion (allowing someone to copy your work).
- Forbidden aids (this would include bringing into an examination situation secret notes, or any helpful electronic device not specifically allowed, whether or not it is used).
- Using material directly from books, journals, the internet or any other source without reference to the source.
- Building on the ideas of another person without referring to the source.

Allegations of plagiarism or other forms of malpractice will be reported to the head teacher who will investigate the matter and, if proven, a zero will be awarded for the section that has been plagiarised.

Alleged malpractice in classroom-based assessment tasks or examinations

Exam conditions shall apply from when the first student enters the classroom until the dismissal of students. Examination conditions include:

- No electronic devices, except approved calculators, are to be used during any examination
- Complete silence must be adhered to whilst in the classroom/hall.
- Students must sit facing the front and are not to turn around or look at any other paper.
- Students are not to communicate with any other student in anyway.
- Students must obey all reasonable instructions given by supervisors.
- Students must remain for the entire duration of every exam.
- Students must not borrow from other students.
- Enquiries are to be addressed to classroom teachers by raising a hand and waiting patiently.
- Code of Conduct school rules apply during all exams.
- No equipment will be lent by the faculty, unless specified by the faculty.

If the examination rules are not followed, a warning will be given. If the inappropriate behaviour continues, students will be given a zero mark and removed from the classroom/hall and referred to the appropriate head teacher. Parents will be contacted and a letter of concern issued.

If students are absent from an examination, they must provide a satisfactory reason (for example, a doctor's certificate for illness) immediately upon returning to school to the relevant faculty head teacher. If a satisfactory reason is not provided, students will receive a zero mark for the assessment task.

Generative Artificial Intelligence (GAI) in Assessment Tasks

Generative artificial intelligence is a term used to describe algorithms and systems that can be used to create new content, including text, audio, code, images, simulations, and videos. This includes programs like ChatGPT.

The following rules apply to using GAI in assessment situations:

- Students are prohibited from using GAI to complete assessment tasks unless the task specifically allows for it.
- Students are not permitted to use GAI to complete portions of assessment tasks, unless explicitly stated within the task instructions.
- If the use of GAI is allowed in completing an academic task, students are required to disclose its use, as directed by the task instructions.
- In cases where GAI is used, students must provide proper attribution by including the source of GAI content in their work through a bibliography.
- Students are not allowed to use GAI for generating responses to open-ended questions or critical thinking tasks.

Procedures for when students are involved in non-school sport and other outside of school activities

Batemans Bay High School supports students who participate in both school-based and non-school-based sporting and other activities.

Generally, school-based sporting or other activities do not impact on the distribution/sitting/handling in of assessment tasks, since school routines and calendars accommodate and communicate this information in advance.

The following guidelines apply for students who participate in non school-based sporting or other activities where there is the potential to impact upon the distribution/sitting/handling in of assessment tasks:

1. Student provides teacher with at least two weeks' notice where possible of the activity occurring and brings in a letter from their parent/caregiver that lists the date, timing, event and location of the activity. Where a student's ongoing involvement in an activity is unpredictable (for example, progressing to the next round of a sporting fixture) this must be communicated to the teacher as part of the original request.
2. Teacher informs head teacher.
3. Depending on the nature of the task, a decision is made to provide an alternative option for the student.
4. Student is informed as soon as convenient of the arrangements.

Homework guidelines

Homework is a very important part of learning and though it is not always assessable it certainly contributes to success in assessments. Students are responsible for regularly reviewing and consolidating the work which has been covered in lessons at home. This is complemented by formal work including projects and assessment tasks that are set by the class teacher.

Homework varies with different subjects and individual student needs. Homework will not necessarily be given every night in each subject. It is expected that students develop a pattern of regular revision at home to compliment learning at school.

Homework needs to be balanced with family, social and extracurricular activities.

Homework activities that all students can do:

- Revising class work and creating study notes.
- Creating mind maps of key ideas and concepts.
- Recording due dates for tasks and major assignments.
- Mapping assessments onto a home calendar and working towards then over time.
- Planning homework task completion appropriately – not leaving work to the last minute.
- Ensuring homework is completed to a high standard.
- Submitting all work on time.

Reporting to Parents:

Formal school reports

The school formally reports on student progress twice each year: a Semester 1 report (Half-Yearly Report) for Years 7- 12 and a Semester 2 report (Yearly Report) for Years 7, 8, 9 and 10, issued at the end of Term 4.

Reports will provide information concerning a student's progress within each course. For years 7-10, grades (A to E) will reflect your achievement within the subject. The following additional information will be provided for each course:

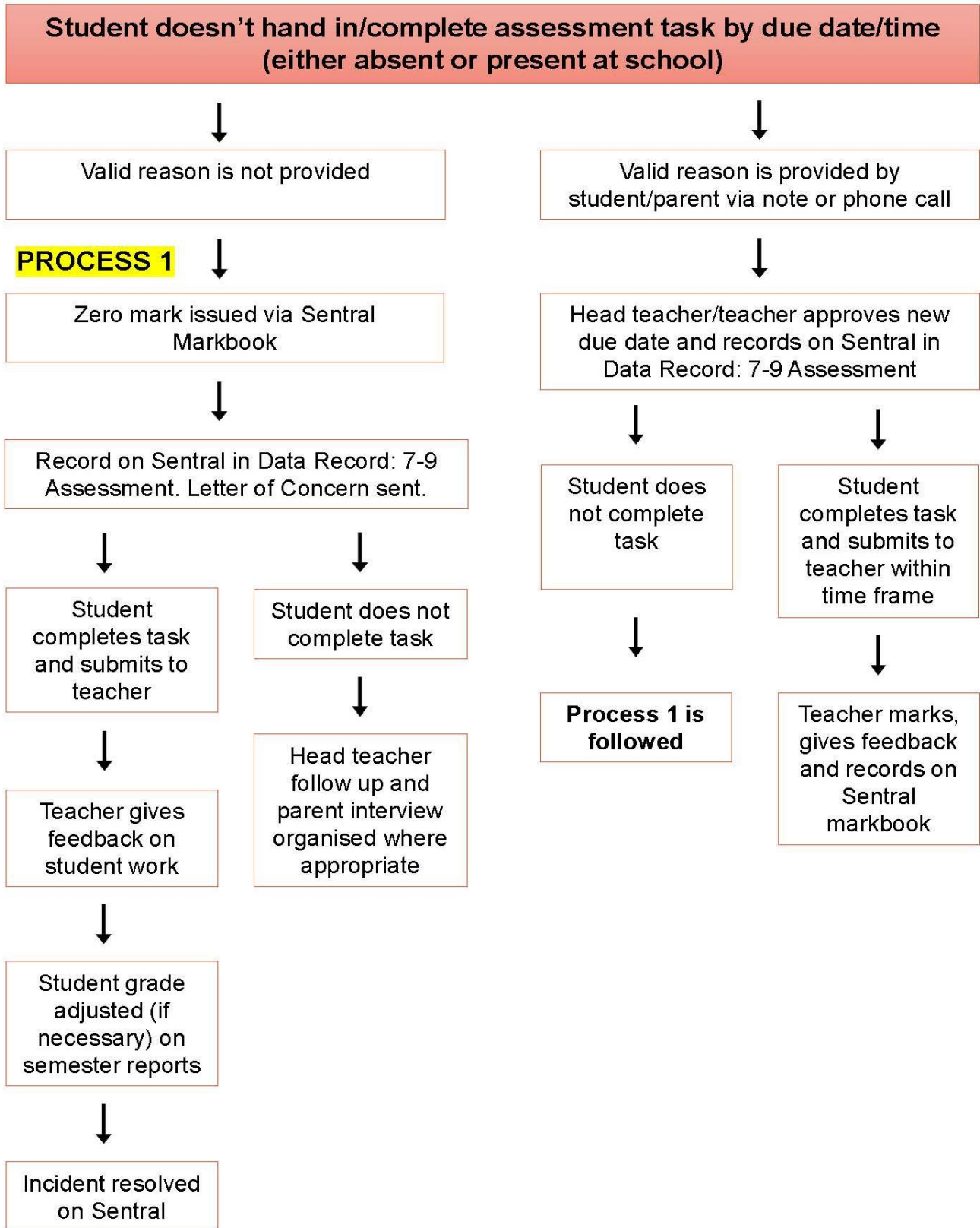
- A number of statements indicating the degree to which the student is succeeding in the study of the subject.
- A learning profile reflecting commitment and attitude towards learning.
- Extra-curricular involvement will also be reported. (Extra-curricular activities are the things students do other than normal schoolwork. For example, student representative council (SRC), school environment council (SEC), debating etc).

It is the responsibility of head teachers to ensure that, as far as possible, final grades are an accurate reflection of each student's achievement of the course outcomes. Hence, the head teacher may exercise appropriate professional judgment in finalising marks to ensure that this requirement is met and that marks reflect an appropriate pattern of grades.

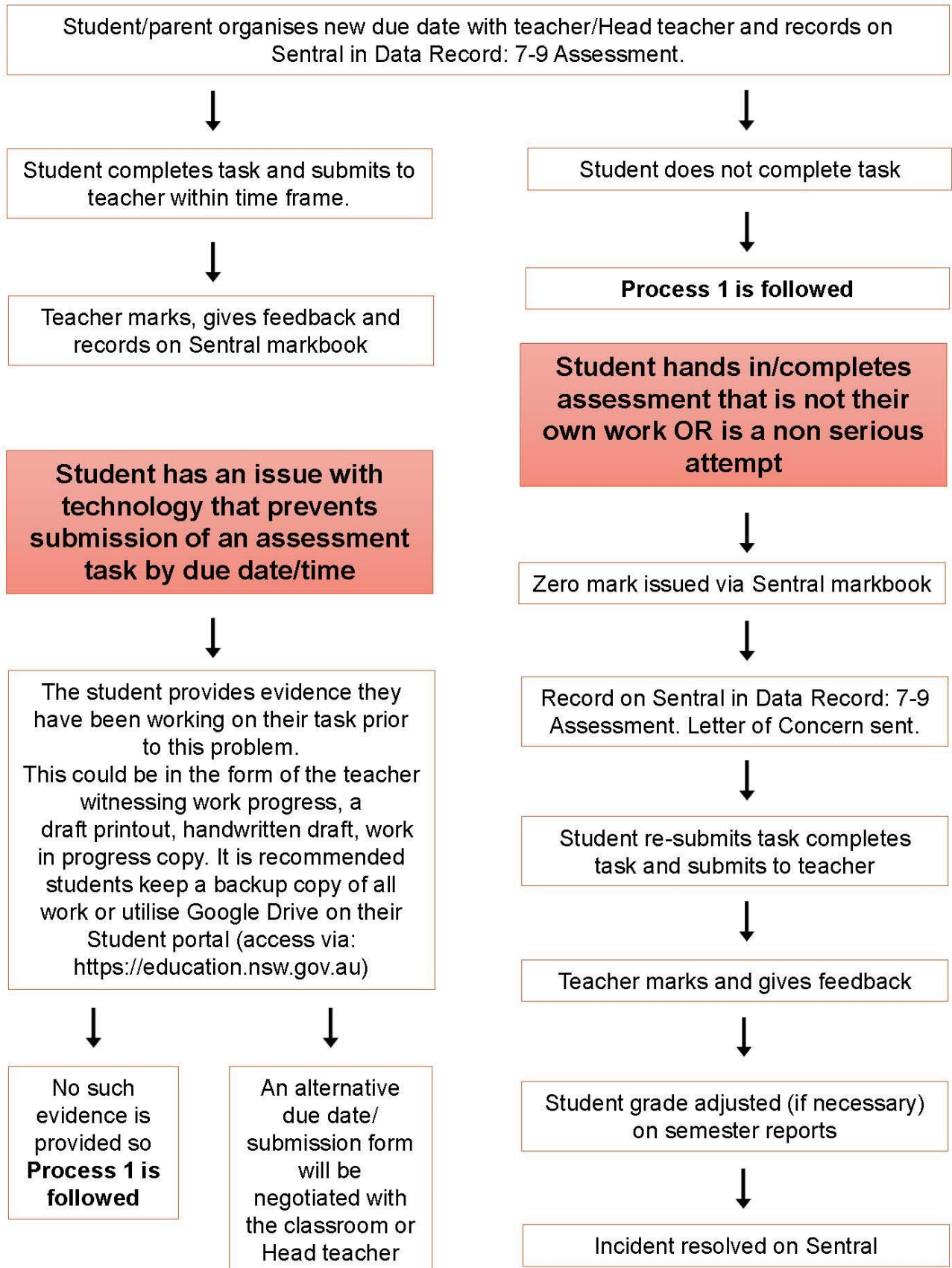
Year 7 Grades

For half-yearly and yearly reports, teachers give you a grade to reflect your academic achievement within each course.	
Meaning of Grades The meaning of grades allocated to you is explained as follows:	
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and have achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and have achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and have achieved very limited competence in some of the processes and skills.

7-9 Assessment Flow Chart



Student knows they will not be present at school on the due date/time of an assessment task due to school business, leave or sick/medical



Tips for being a successful student

Be Organised

The first step towards success at school is to be organised. This means that you know where you keep your books and equipment, know when schoolwork is due, and can find things when you need them. If you have your own room, make sure that all your books and equipment are in one place.

Check your timetable each evening before going to bed. Then use this information to pack your school bag. If you have a system like this, you will never forget your books or equipment. A school diary is a very useful resource that can help you get organised. Your diary will have a calendar and a weekly planner where you can write when homework, assignments or other schoolwork is due. Develop a habit of regularly writing in your diary and looking up the things you write. A study guide is a great tool that can help you get organised. You can quickly glance over important dates and events. Your study guide works well with your diary if you regularly update your guide with dates you write in your diary. A weekly planner not only tells you when school work is due, but it can also help you plan your time by allowing you to calculate, at a glance, how much time you have left before something is due.

Your weekly planner should be updated every week to reflect the amount of time you need to spend on different tasks. You should have separate exercise books for all subjects. You should use headings and subheadings for things you write, and you should always date your work so it's easier to sequence.

Prioritise Your Time and Work

To prioritise means to make a decision on what is important and what needs to be done first. To help you prioritise you should have clear and manageable learning goals and know what you have to do to achieve those goals.

Being organised, knowing when work is due, and knowing how much time you have to do it, will help you set priorities and find time to do things that are urgent and important. Make a short list of the most urgent or most important things you have to do. This list should not be too long - five or so items at a time - and you should always complete the item at the top of the list first.

Your *To Do* list will help you always feel in control and it will give you a sense of achievement. Your *To Do* list should have all your urgent tasks on it to help you to remember that they have to be done. The most urgent tasks should be at the top of your list. Important things are not always urgent, but they have to be done - and you must find the time to do them. There is a range of important things, and these things are not just schoolwork. However, by prioritising you will be able to find a balance between everything that is important to you.

It is important to have learning goals. Learning goals should be realistic and manageable. For example, think about your learning goals a year from now, but also think about all the small steps that will allow you to get there. Plan on doing the small steps first, and then gradually build up. Knowing where you want to go makes getting there a lot easier. If you are not sure about your goals, talk to someone who can help you work out where you want to be and how to get there.

School work is very important, but so are the other things you do after school. The trick is to find a balance between the different things you do after school. Use a weekly planner to help you in this process. Work out all the things you have to do that week (prioritise), then see how much time is left for other things. Finding the right balance will reduce stress and help you stay on task.

Get Things Done

Getting things done can be time-consuming and challenging, but if you are organised and you have your priorities right, it will make your workload easier.

Bigger tasks should be broken down into smaller parts. Each assignment or project should be broken down into smaller, manageable components, and then time should be allocated to each component in your weekly planner. This makes big jobs easier to do and it reduces stress.

When breaking things down, make sure that you understand all the steps that must be completed, and then work on the first step until it is done. Only when you have completed the first step should you move on to the next step. Your study schedule should help you work out how much time you have to complete each step.

Going over your class notes and linking them to key skills and concepts should be something you do at home during the time set aside to do homework. Even if your teacher does not set this activity explicitly for homework, you should be doing this regularly at home.

Making study notes is the process of linking content learned in class to key skills and processes. Once you have your study notes you will find it is much easier to do assessment tasks and prepare for tests and examinations as these always ask you to link knowledge to key skills.

You should ask for feedback from your teacher on your progress to see that you are doing the right thing and that you are on the right track. If you give yourself enough time to complete your work, you should be able to show your teacher a fairly complete draft at least several days before the work is due. This will give your teacher time to get back to you and give you time to act on the feedback you get.

PEEL



At Batemans Bay High School we use the PEEL paragraph method of writing. PEEL stands for Point, Evidence, Explain and Link. Put simply, it's a method of writing where students can construct their writing assignments in an easy, structured and comprehensive way which allows them to link opinions and facts with evidence.



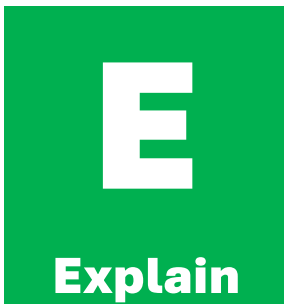
Look at the PEEL framework in the opening paragraph and start with 'P' or Point. The key is to make the point by being specific and concise.

The opening sentence (the topic sentence) tells the reader what the paragraph will be about.



It is important to use evidence and examples to support the point.

To gain the trust of the reader while establishing the validity of the point, add evidence to your writing.



After adding evidence you will need to elaborate. When you add evidence you need to explain it so that the reader gets a look at the full picture by explaining what the evidence means and why that information is valuable.

You can switch around Evidence and Explain with the PEEL method if it makes more sense.



Complete the paragraph.

Link the current paragraph's point to the next point in the following paragraph. You can circle back to your main point, or introduce an opposing argument.

Linking is like a bridge between all the key points that you want to talk about. Linking happens right at the end of a paragraph as it acts like a gateway to the next point. The PEEL process starts again.

PEEL Scaffold for Writing



Question:

<p>P</p> <p>Point</p> <p>state the main argument in the topic sentence</p>	
<p>E</p> <p>Expand</p> <p>to the verb in the question or on the point of your paragraph</p>	
<p>E</p> <p>Evidence</p> <p>provide evidence or examples to support your point</p>	
<p>L</p> <p>Link</p> <p>to the next idea/paragraph or link back to the topic sentence</p>	

PEEL Checklist

Point (topic sentence) (P)	Check
Topic sentence uses KEY words from the question to directly respond	
Topic sentence does NOT just repeat the entire question (word for word)	
Provide an idea/thesis to frame your argument and analysis	
Focuses on ONE main idea	
1 sentence	

Expand (E)	
Expands upon the meaning of your Point with relation to the initial question	
Narrows down the focus by specifying certain aspects of the text	
Does NOT retell the story	
Does NOT introduce a quote or evidence	
1-3 sentences	

Evidence (E)	
At least TWO/THREE specific examples from the text to support the main point	
Introduces the evidence WITHIN a sentence (not as a separate sentence)	
Does NOT state “This quote”, “This technique”, “This evidence”	
Analysis incl. Identify technique and its purpose (1 sentence)	
Analysis incl. State the Effect (on both characters and the audience) (1-2 sentences)	
Each quote supports one another	
6-8 sentences	

Link (L)	
Summarises the main argument	
Does NOT rewrite the topic sentence word for word	
Directly addresses the initial question and ensures it is answered	
1-2 sentences in length	

Schedule

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
							NAPLAN	NAPLAN Student C Conference	French	English Science Geography	Math
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
					French Math	Geography Visual Art	English Science	Reports	PDHPE		
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
						French History Math	Science	Student C Conference	English		
Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
		PDHPE	History	Math	French Visual Art		Science	Reports			

Courses – Year 7 2024

Core Classes:

English

French

Geography

History

Mathematics

Personal Development, Health and Physical Education (PDHPE)

Science

Technology Mandatory

Visual Arts

English

Course Description

Language and text shape our understanding of ourselves and our world. In Year 7 English, students study language in its various textual forms, which develop in complexity, to understand how meaning is shaped, conveyed, interpreted, and reflected. Students engage with literature from Australia, including the rich voices of Aboriginal and Torres Strait Islander Peoples, and from across the world. These texts communicate in distinctive ways and are shaped by lived experiences, knowledge, cultures, and connections.

Through interrelated practices and experiences in understanding and creating texts, students learn about the power, purpose, value and art of English. The development of these interconnected skills and understandings supports students to become confident communicators, critical and imaginative thinkers, and informed and active participants in society.

Course Content

Topics: Semester 1

- Speak Up!
- Persuasive Voices
- Into the Wild
- Poetry, Film and Nature Texts

Topics: Semester 2

- Myths and Legends
- Stories Across Time
- Behind the Scenes
- Visual Texts

Assessment Schedule

Students will complete the following tasks throughout the year in English.

Outcomes	Task	Due	Description	Weight %
EN4-RVL-01, EN4-ECA-01 Life Skills Outcomes: ENLS-RVL-01, ENLS-ECA-01	1	Term 1 Week 10	Speak Up! (Persuasive Voices) (Geography Unit: Place and Liveability) Combined Task: Batehaven Liveability Project	30%
EN4-URA-01 EN4-URB-01, EN4-ECB-01 LS Outcomes: ENLS-URA-01, ENLS-URB-01, ENLS-ECB-01	2	Term 2 Week 7	Into the Wild: Digital Storybook and Analysis (SWAY)	35%
EN4-URC-01, EN4-ECB-01 LS Outcomes: ENLS-URC-01, ENLS-ECB-01	3	Term 3 Week 9	Myths and Legends Film Adaptation and Review	35%
EN4-ECA-01, EN4-URA-01 LS Outcomes: ENLS-ECA-01, ENLS-URA-01		Throughout Term 4	Behind the Scenes: Visual Texts including Film	
Total				100%

French

Course Description

In Year 7 French, students engage with learning the French language, the culture of France and other Francophone countries. Learning a language provides students with an opportunity to communicate and engage with the world and its people. Learning languages strengthens collaborative and problem-solving skills, and enhances reflective, critical and creative thinking.

During this course, students explore the French language and culture, and their own heritage, language and culture. This enriches a student’s understanding of themselves and their sense of belonging as they are exposed to new ways of seeing their own identity and culture. Students develop their communicative competence and ability to use French in real situations and see language learning as offering valuable skills for life.

Course Content

Topics: Semester 1

- Bonjour!
- Ma Famille

Topics: Semester 2

- Bon Appetit
- La Musique

Assessment Schedule

Students will complete the following tasks throughout the year in French.

Outcomes	Task	Due	Description	Weight %
ML4-UND-01, ML4-CRT-01 Life Skills Outcomes: MLLS4-UND-01, MLLS4-CRT-01	1	Term 1 Week 9	<i>Bonjour!</i> Part A – Listening and Vocabulary Examination Part B – Student Profile for New Caledonia	30%
ML4-CRT-01, ML4-INT-01 Life Skills Outcomes: MLLS4-CRT-01, MLLS4-INT-01	2	Term 2 Week 5	<i>Ma Famille</i> Part A – Script Writing Part B – Introduction Video	35%
ML4-CRT-01, ML4-INT-01 Life Skills Outcomes: MLLS4-CRT-01, MLLS4-INT-01	3	Term 3 Week 6	<i>Bon Appetit!</i> Part A – Multimodal Travel Guide Part B – At the Restaurant – Script and Role Play	35%
ML4-CRT-01, ML4-INT-01 ML4-UND-01 Life Skills Outcomes: MLLS4-CRT-01, MLLS4-INT-01 MLLS4-UND-01	Formative Learning Tasks throughout Term 4		<i>La Musique</i> Formative Learning Tasks	
	Total			100%

Geography

Course Description

Students develop awareness of both human and physical geography through an investigation of features and characteristics of place and geographical processes. Students discuss factors that influence people's perceptions of liveability and wellbeing and being to explain processes that create landscapes and shape individual landforms.

Course Content

Topics: Semester 1

- Place and Liveability
- Landscapes and Landforms

Assessment Schedule

Students will complete the following tasks throughout Semester 1 in Geography.

Outcomes	Task	Due	Description	Weight %
GE4-6, GE4-7, GE4-8	1	Term 1 Week 10	Batehaven Liveability Report – Place and Liveability Combined Unit: Speak Up! (English)	50%
GE4-1, GE4-2, GE4-8	2	Term 2 Week 6	Topic Test – Landscapes and Landforms	50%
Total				100%

History

Course Description

Students develop awareness of the origins of history and the role of historians and archaeologists in understanding history while developing key concepts of timelines and source analysis. Students investigate an Ancient Mediterranean and Ancient Asian society in depth using a range of archaeological and written sources.

Course Content

Topics: Semester 2

- Depth Study 1 – Investigating the Ancient Past
- Depth Study 2 – The Mediterranean World: Ancient Egypt
- Depth Study 3 – The Asian World: Ancient China

Assessment Schedule

Students will complete the following tasks throughout Semester 2 in History.

Outcomes	Task	Due	Description	Weight %
HT4-1, HT4-6, HT4-8	1	Term 3 Week 6	Historical Investigation – Investigating the Ancient Past	50%
HT4-2, HT4-3	2	Term 4 Week 3	Personality Study - The Mediterranean World: Ancient Egypt	50%
			Total	100%

Mathematics

Course Description

The Mathematics syllabus outcomes are arranged into stages. Each stage is covered over a two year period. Years 7 and 8 follow the Stage 4 course.

By the end of Stage 4, students use mathematical terminology, algebraic notation, diagrams, text and tables to communicate mathematical ideas, and link concepts and processes within and between mathematical contexts. They apply their mathematical knowledge, skills and understanding in analysing real-life situations and in systematically exploring and solving problems using technology where appropriate.

Students develop fluency with a range of algebraic techniques and in the solution of familiar problems. In solving particular problems, they compare the strengths and weaknesses of different strategies and solutions.

Course Content

Topics: Semester 1

- Computation with Integers
- Angle Relationships
- Fractions, Decimals and Percentages
- Length
- Area
- Volume

Topics: Semester 2

- Algebraic Techniques
- Equations
- Indices
- Data Collection and Representation
- Ratios and Rates
- Probability

Assessment Schedule

Students will complete the following tasks throughout the year in Mathematics.

Task	Due	Description	Weight %
1	Term 1 Week 11	Work Sample Portfolio	20%
2	Term 2 Week 5	Topic Test – Fractions, Decimals and Percentages	30%
3	Term 3 Week 6	Mid-Year Exam – Length, Area, Volume, Algebraic Techniques, Equations	30%
4	Term 4 Week 4	Assessment Task – Data Collection and Representation	20%
Total			100%

Personal Development, Health and Physical Education (PDHPE)

Course Description

PDHPE reflects the dynamic nature of health, safety, wellbeing and participation in physical activity in the context of a diverse and rapidly changing society. It addresses health and physical activity concepts of importance to students and highlights the influences that contextual factors have on personal values, attitudes and behaviour. PDHPE provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active. In this course, students practise, develop and refine the physical, cognitive, social and emotional skills that are important for engaging in movement and leading a healthy, safe and physically active life.

Students will complete a range of units which draw on content from across the core strands of Health, Wellbeing and Relationships, Movement Skill and Performance, and Healthy, Safe and Active Lifestyles. Across each of the units, students will also learn about Self-Management, Interpersonal and Movement Skills, which are crucial in enabling young people to live healthy, safe and active lives.

Course Content

Topics: Semester 1

- What Makes Me ME!
- I Like to Move It (Move It)
- R.E.S.P.E.C.T
- Initiative Games and Teamwork

Topics: Semester 2

- My Backpack of Tools (Resilience)
- Summer Safety
- Challenge Accepted - Fundamental Movement Skills and Target Games

Assessment Schedule

Task	Due	Description	Weight %
1	Term 2 Week 9	R.E.S.P.E.C.T - Create a Respect Resource and Respect Observation	50%
2	Term 4 Week 2	Challenge Accepted (Fundamental Movement Skills and Target Games) - Create a target game and reflection questions	50%
Ongoing practical and theory assessment		In PDHPE, students complete two formal assessment tasks, worth 50% each. As well as this, students are assessed through ongoing observational assessment in practical and theory lessons, and through the completion of in-class tasks and projects.	N/A
Total			100%

Science

Course Description

Science is a methodical way of being able to find explanations for the world around us. It relies upon experimentation and hypothesis as the scientific method as used to test and expand our knowledge base. Science is an ever growing and changing area of knowledge that gives us a foundation for living in our society. Students studying Science in Year 7 will be introduced to the Scientific Method and will use it to develop practical skills and explore areas such as the nature of matter, energy, cells, classification of living things, Earth's resources and Ecology.

Course Content

Topics: Semester 1

- Working as a Scientist
- States of Matter
- Energy

Topics: Semester 2

- Classification and Cells
- Separating Mixtures
- Maintaining the Earth
- Ecology

Assessment Schedule

Students will complete the following tasks throughout the year in Science.

Task	Due	Description	Weight %
1	Term 1 Week 10	Practical Task	25%
2	Term 2 Week 7	Research Task - Energy	25%
3	Term 3 Week 7	Separating Mixtures Task	25%
4	Term 4 Week 7	Yearly Exam	25%
Total			100%

Technology Mandatory

Course Description

Technology Mandatory provides the opportunity for students to learn about a variety of technologies and use a range of materials, tools and techniques relevant to the needs of society. Students will have the opportunity to work in specialist learning spaces in the Industrial Arts, Home Economics and Computing learning spaces. They will undertake a variety of project-based learning activities supported by appropriate theory content. Students must comply with Workplace Health and Safety requirements as directed by their teacher, including the wearing of black leather or leather like footwear.

Course Content

- Digital Technologies
- Agriculture and Food Technologies
- Engineered Systems
- Material Technologies

Topics

- Workplace Health and Safety
- Design Process
- Practical Skills Development in Context Areas
- Roles of Designers
- Communicating Designs

Assessment Schedule

NOTE: Classes are rotated throughout both the Year 7 and 8 school year to allow students access to teaching expertise within the four relevant context areas.

Students will complete the following tasks throughout the year in Technology Mandatory

Task	Due	Description	Weight %
1	Within Each Rotation Time Frames	Practical Project	70%
2		Theory Component/ Content Area Examination	30%
Total			100%

Visual Arts

Course Description

Visual Arts fosters interest and enjoyment in the making and studying of art. Students learn to express themselves through creative activity and engage with the artistic, cultural and intellectual work of others.

Course Content

Students learn to make artworks in a sustained way and work toward the development of a body of work which shows the various ways the artist – artwork – world – audience have been understood in an artist’s practice. They also develop skills to critically and historically interpret art and to make informed judgments about artists and the art world.

Topics: Semester 1

- Suburbia – Foundations
- Other Living Things

Topics: Semester 2

- Mapping Memories
- Objects as Art

Assessment Schedule

Students will complete the following tasks throughout the year in Visual Arts.

Task	Due	Description	Weight %
1	Term 2 Week 6	Artmaking Task and Case Study	50%
2	Term 4 Week 5	Artmaking Task and Critical Writing	50%
Total			100%

End of booklet