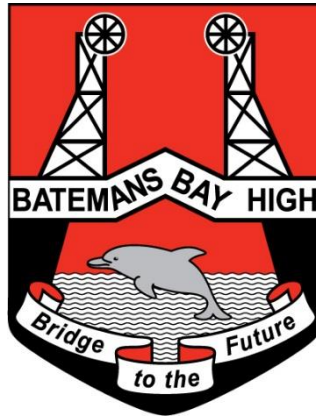


Year 7

.....
Assessment Schedule 2021



Contact Details

2 George Bass Drive, Batemans Bay NSW 2536

Phone: 4478 3600 | Fax: 4472 8173

Email: batemansba-h.school.nsw.edu.au

Website: <http://www.batemansba-h.schools.nsw.edu.au>



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.



Our school is a Positive Behaviour for Learning (PBL) 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 to be accountable for your own actions and strive to do your best, be reliable and trustworthy.	Do my best: This means to accept the consequences of my actions, manage my own equipment and use school equipment appropriately.
Be safe: This means to protect the well being and security of everyone in our school.	Follow teachers directions: This means to ask for help, report problems to a teacher and stay in designated areas.
Be respectful: This means to care for and value yourself, show kindness and consideration to others.	Be respectful: This means to wear my uniform with pride, speak calmly and politely, use appropriate language, keep the environment clean and keep my hands to myself.

Classroom Expectations -

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

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School Contact Information

Address: 2 George Bass Drive
Batemans Bay NSW 2536

Telephone: 4478 3600

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

Principal
Deputy Principal
Deputy Principal

Ms Paula Hambly
Mrs Caroline Preston
Mr Andrew Histon

Head teachers:

English
Mathematics
Science
HSIE
TAS
PDHPE
CAPA
Teaching and Learning
Special Education

Ms Erin Sheppard
Mr Bryan Firth
Mr Don Taylor
Mr Michael Matuschka
Mr Geoff Perrem
Ms Danielle Dunajcik
Mrs Michele Anuyahong
Ms Anica Koprivec
Ms Kerryl Davie

Wellbeing Team:

Wellbeing Coordinator
Year 7

Year 8

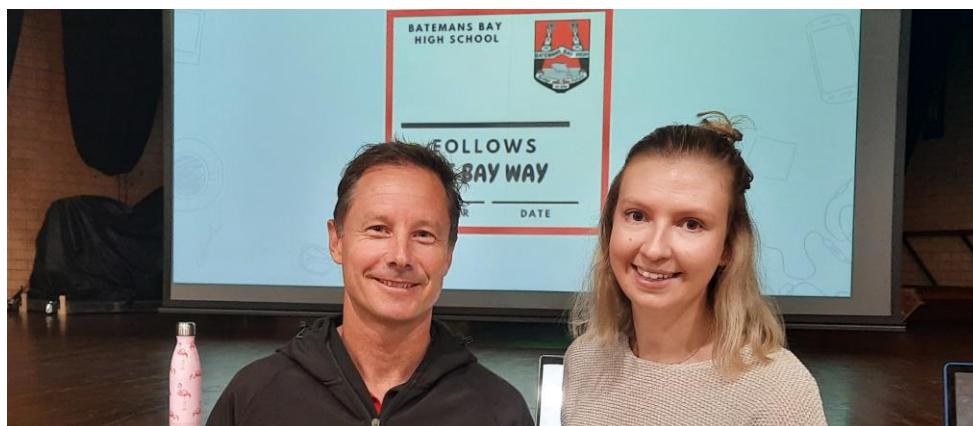
Year 9

Year 10

Year 11

Year 12

Mrs Kelly Cameron
Ms Skye Matthews
Mr Rod Hatton (assistant)
Ms Megan Nicholls
Ms Baillie Casley (assistant)
Mr Paul Hardy
Ms Hannah Gilligan (assistant)
Mr Frank Scognamiglio
Ms Emily Turner
Mrs Pernille Oldham



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.

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.

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.

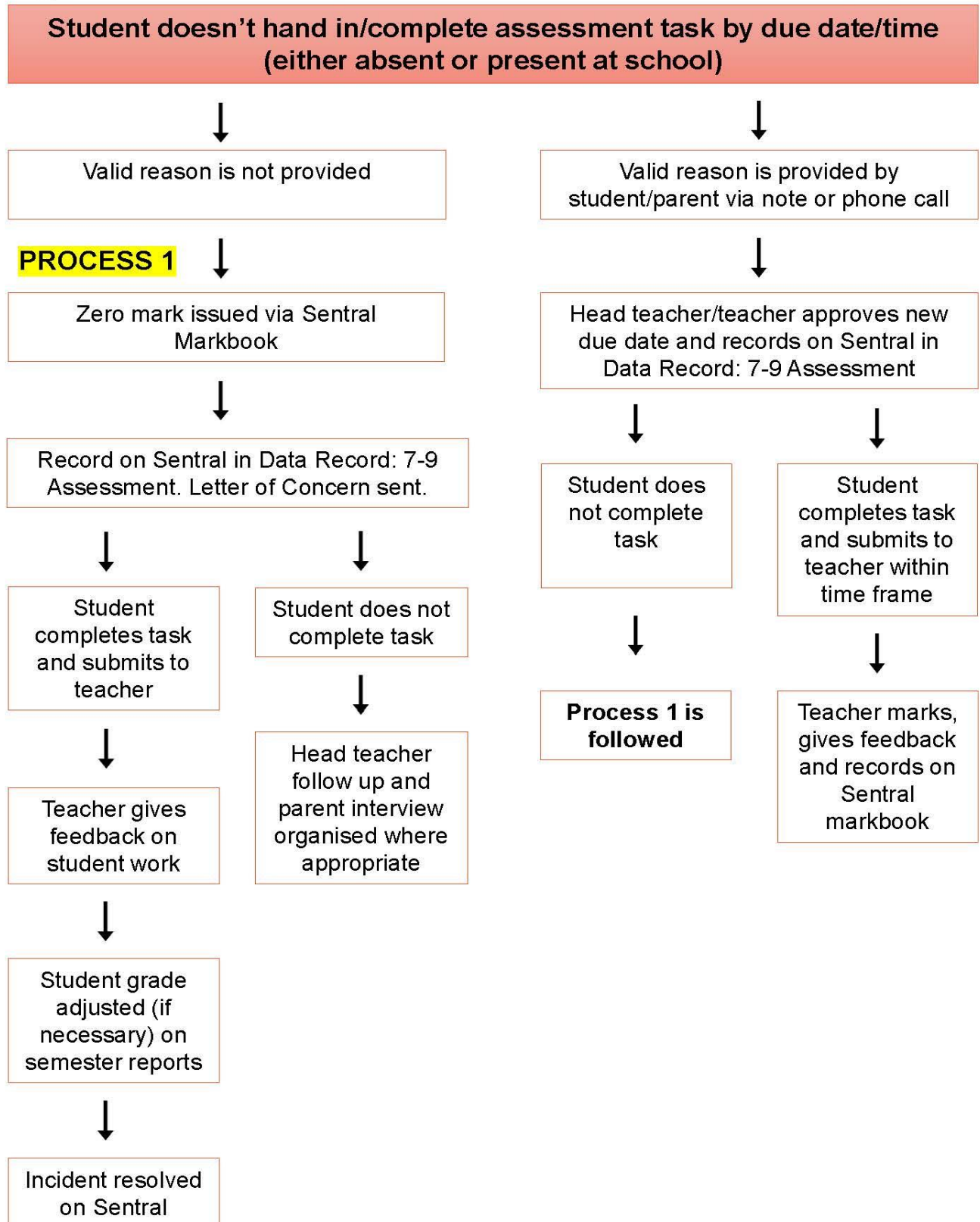
Homework needs to be balanced with family, social and extracurricular activities.

Homework activities that all students can do:

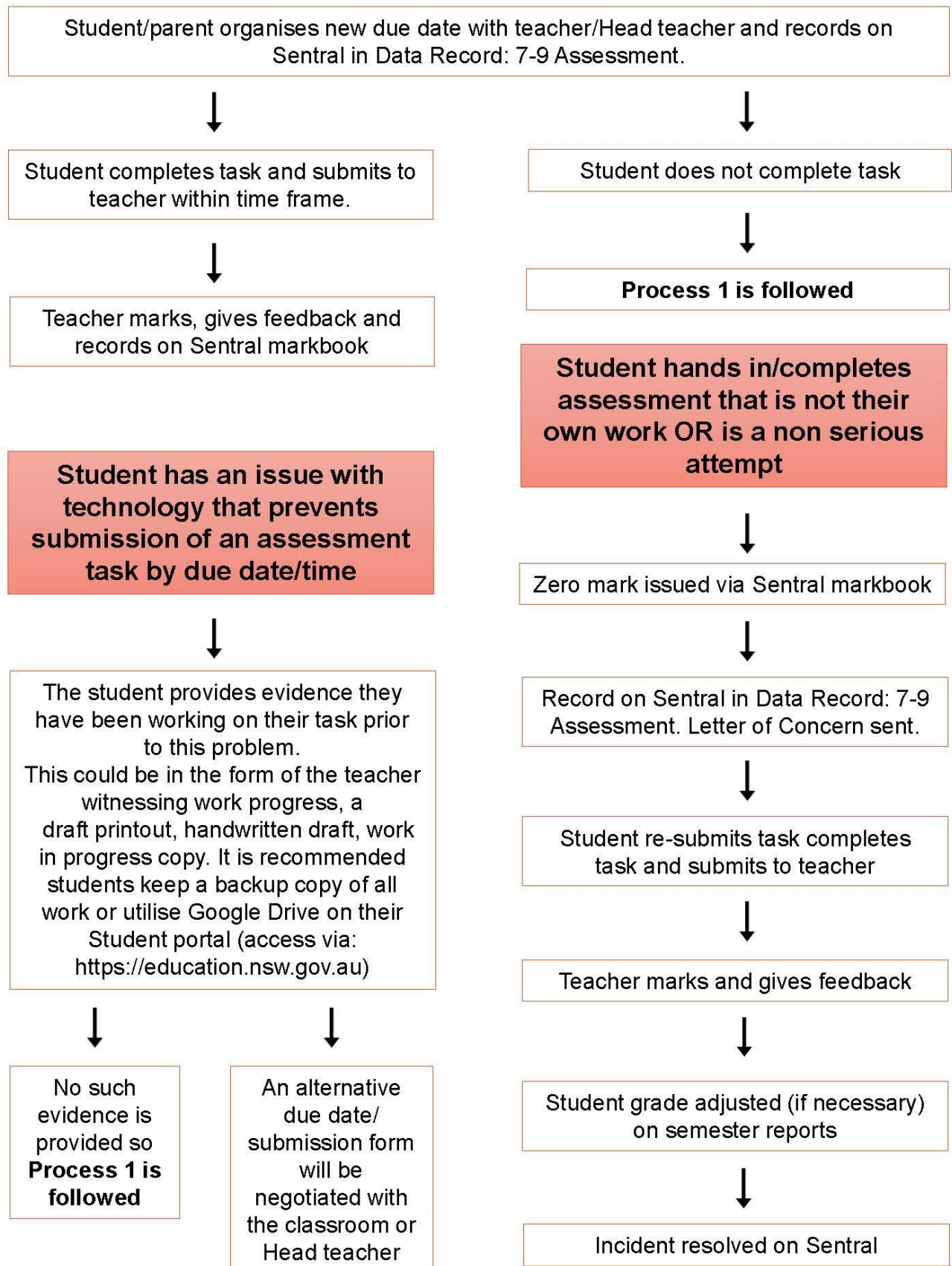
- Revising class work and creating study notes.
- Creating mind maps of key ideas and concepts.
- Recording due dates for tasks and major assignments.
- Mapping assessments onto a home calendar and working towards them over time.
- Planning homework task completion appropriately – not leaving work to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



Batemans Bay High School 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



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.

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 school work. 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.

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 school work 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 school work 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 school work. 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.

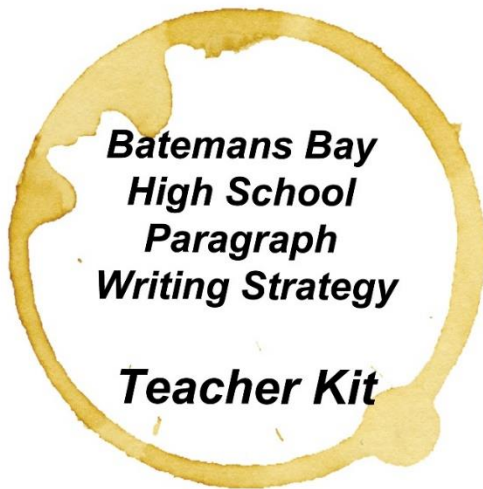
Bigger tasks should be broken down into smaller parts. Each assignment or project should be broken down into smaller, manageable components, and then time should be allocated to each component in your weekly planner. This makes big jobs easier to do and it reduces stress.

When breaking things down, make sure that you understand all the steps that have to 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.

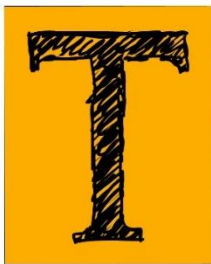
Going over your class notes and linking them to key skills and concepts should be something you do at home during the time set aside to do homework. Even if your teacher does not set this activity explicitly for homework, you should be doing this regularly at home.

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.

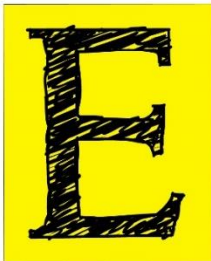
You should ask for feedback from your teacher on your progress to see that you are doing the right thing and that you are on the right track. If you give yourself enough time to complete your work, you should be able to show your teacher a fairly complete draft at least several days before the work is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



Have you stopped and thought
about **TEA**?



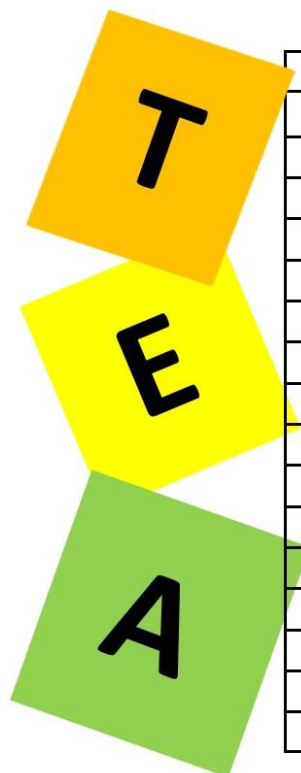
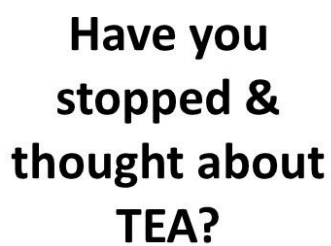
**Topic
Sentence**



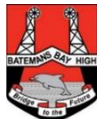
**Expand
Explore
Explain
Examples and Effects**



**Assess and
Appreciate**

[illegible]

Subject Word Bank				
Qualifying	Comparing	Sequencing	Additional	Subject Metalanguage
Although Unless Except if Yet As long as Apart from Despite	Equally Similarly In some way Likewise Like	Firstly Secondly Lastly Next Then Finally	And Also As well as Moreover Too In addition	
Emphasising	Contrasting	Illustrating	Conclusions	
Above all In particular Especially Significantly Indeed Notably Obviously Clearly	Whereas Alternatively Instead of Otherwise One other hand In other respects On the contrary	For example Including Such as For instance As revealed In case of These include	Consequently To review Thus In short Hence Evidently	



Sample assessment task notification



Task Number:

Task Name:

Module/Unit/Topic:

Weighting:

Class Teacher/s:

Date Distributed: Term __, Week __ - Day __/__/__

Due Date: Term __, Week __ - Day __/__/__

Submission Details: Task must be submitted to your class teacher by **TIME** on the due date.

Outcomes to be Assessed:

Task Description:

Task Criteria:

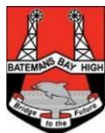
You will be assessed on how well you:

-

Marking Criteria	Marks
•	A 9-10
•	B 7-8
•	C 5-6
•	D 3-4
•	E 1-2
Total	____/10

Schedule

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
							French Task 1 Math Task 1	Geog Task 1 Science Task1		English Task 1 PDHPE Task 1 Vis Art Task 1
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
					French Task 2 Science Task2		Geog Task 2 Math Task 2		English Task 2 Vis Art Task 2	
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
					French Task 3	History Task 1	English Task 3	Math Task 3	PDHPE Task 2 Vis Art Task 3 Science Task3	
Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	French Task 4	English Task 4	History Task 2 Math Task 4		Science Task4 Vis Art Task 4					



Courses – Year 7 2021



Core Classes:

English / History / Geography

Mathematics

Science

Personal Development, Health and Physical Education (PDHPE)

Language – French

Visual Arts

Technology Mandatory

English

Course Description

In Year 7 English, students are introduced to the variety of text types studied in high school. They will read, write, view, listen to and perform a range of classic and contemporary written, multimodal and spoken texts from a range of cultures. They will develop skills in interpretation and evaluation as they compose responses individually and collaboratively. Students will be introduced to explanations and analysis to explain how texts are influenced by context, purpose and audience.

Course Content

Topics: Semester 1

- The Hero's Journey
- Indigenous Voices

Topics: Semester 2

- Introduction to Shakespeare
- Non-Fiction: Survival and Sustainability

Assessment Schedule

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

Outcomes	Task	Due	Description	Weight %
EN 4-1A, 4-7D, 4-8D, 4-9E	1	Term 1 Week 9	My Story, Your Story, Our Story – Memoir Task	25%
EN 4-4B, 4-5C	2	Term 2 Week 6	Close Study of Text – Poetry Anthology Task	25%
EN 4-3B, 4-6C	3	Term 3 Week 7	Myths and Legends in the Narrative Tradition – Listening Test	25%
EN 4-2A, 4-5C	4	Term 4 Week 6	Animation Film Study – Review Task	25%
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

- Investigating the Ancient Past
- Mediterranean Study: Ancient Greece
- Asian Study: Ancient India

Assessment Schedule

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

Task	Due	Description	Weight %
1	Term 3 Week 6	Historical Investigation: Otzi the Iceman	50%
2	Term 4 Week 3	Mediterranean World: Ancient Greece – role play	50%
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.

Task	Due	Description	Weight %
1	Term 1 Week 8	Place and Liveability: Batehaven Liveability Report	50%
2	Term 2 Week 7	Landscapes and Landforms: Topic Test	50%
Total			100%

French

Course Description

Students will engage in interactive language activities using a range of digital learning tools to support their literacy development in learning an additional foreign language. With a focus on achieving communicative goals, students will be involved in comprehending and producing French text in a variety of situations. Through practical, cross- cultural learning opportunities, students will develop the ability to reflect on the influences of cultural values on language practices in French, Australian and other societies.

Course Content

There will be two main themes of study – Personal World and The Wider Community.

Topics: Semester 1

- Bonjour!
- La Famille

Topics: Semester 2

- Bon Appetit
- La Musique

Assessment Schedule

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

Task	Due	Description	Weight %
1	Term 1 Week 7	Topic Test with a Small Writing Component	30%
2	Term 2 Week 5	Oral Presentation	20%
3	Term 3 Week 5	Multi Modal	20%
4	Term 4 Week 3	Vocabulary, Listening and Grammar Examination	30%
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

- Angle Relationships
- Computation with Integers
- Fractions
- Percentages
- Algebraic Techniques
- Geometry

Topics: Semester 2

- Probability
- Length, Perimeter & Area
- Time
- Indices
- Decimals
- Number Plane

Assessment Schedule

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

Task	Due	Description	Weight %
1	Term 1 Week 7	Examination Term 1: Integers, Whole Numbers and Fractions	25%
2	Term 2 Week 7	Examination Term 2: Angles, Percentages	25%
3	Term 3 Week 8	Examination Term 3: Algebra, Length, Perimeter Area, Area/Volume, Geometry, Decimals	25%
4	Term 4 Week 3	Examination Term 4: Probability, Travel Graphs, Rates	25%
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

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

Topics: Semester 2

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

Assessment Schedule

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

Task	Due	Description	Weight %
1	Term 1 Week 10	R.E.S.P.E.C.T - Create a respect resource	50%
2	Term 3 Week 9	Challenge Accepted (Fundamental Movement Skills and Target Games) - Create a target game and reflection questions	50%
3	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 8	Practical Task	25%
2	Term 2 Week 8	Research Task - Energy	25%
3	Term 3 Week 6	Separating Mixtures Task	25%
4	Term 4 Week 5	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

- Introduction to the elements of Design
– Chimera
- Drawing and Painting

Topics: Semester 2

- Ceramics
- Digital Media Introduction

Assessment Schedule

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

Task	Due	Description	Weight %
1	Term 1 Week 10	Artmaking Task and Case Study	25%
2	Term 2 Week 9	Critical Writing Task	25%
3	Term 3 Week 9	Artmaking Task	25%
4	Term 4 Week 5	Artmaking Task and Visual Arts Diary	25%
Total			100%

End of booklet