

Course Information Booklet



Year 7
Semester One
2021

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Basic Academic Standards

The College outlines for its students “Academic Standards” that need to be met if they are to do well in their studies:

- * Be on time for class.
- * Regularly complete set homework.
- * Set aside time for regular independent study.
- * Attend all lessons. Catch up on any work missed.
- * Submit all assignments on time.
- * Bring texts and required equipment to class.
- * Be a co-operative member of the class.
- * Participate actively in class.
- * Behave courteously towards teachers and peers.
- * Make a diligent and sustained effort throughout the Semester.
- * Work to the best of your ability

Assessment and Reporting

Introduction – The Purpose of Assessment

Approaching examination/assessment time in secondary school can be a daunting experience for many students and their families. Expectations of students are certainly different from those undertaken in primary school, particularly as students are required to be more independent and responsible for their actions and for following through a teacher's instruction.

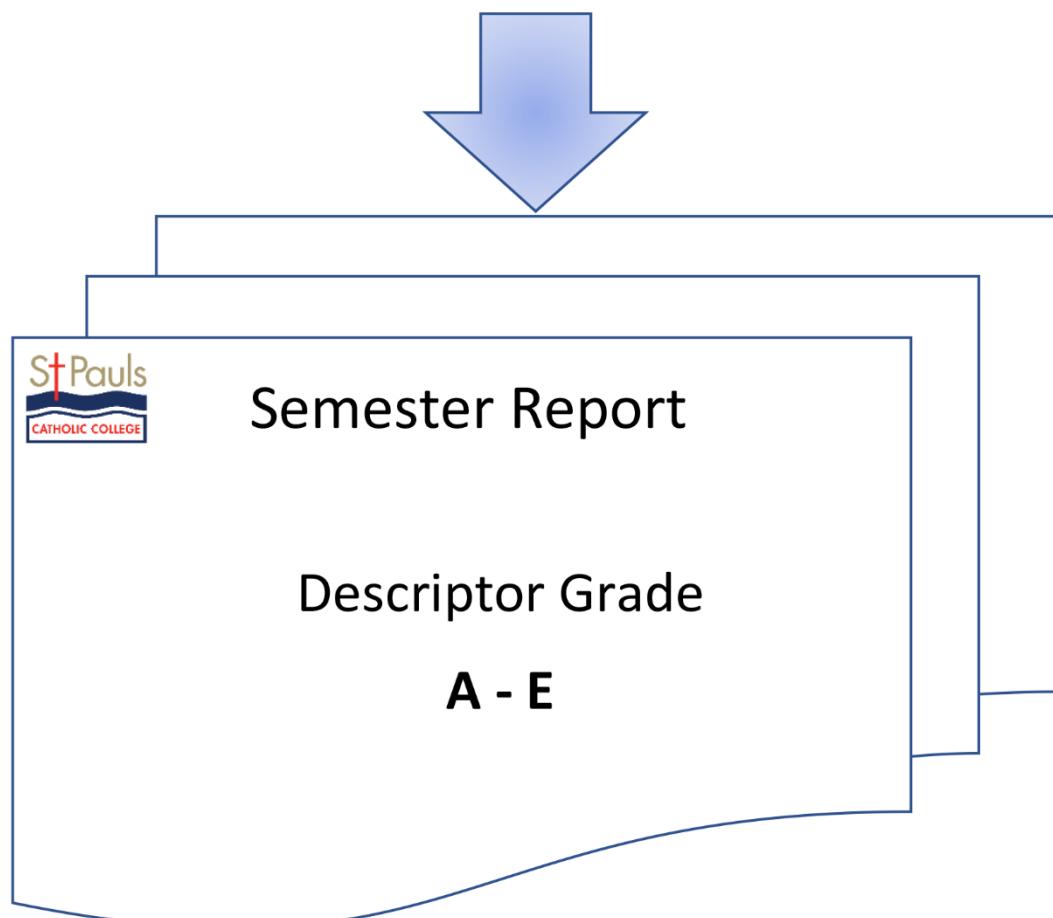
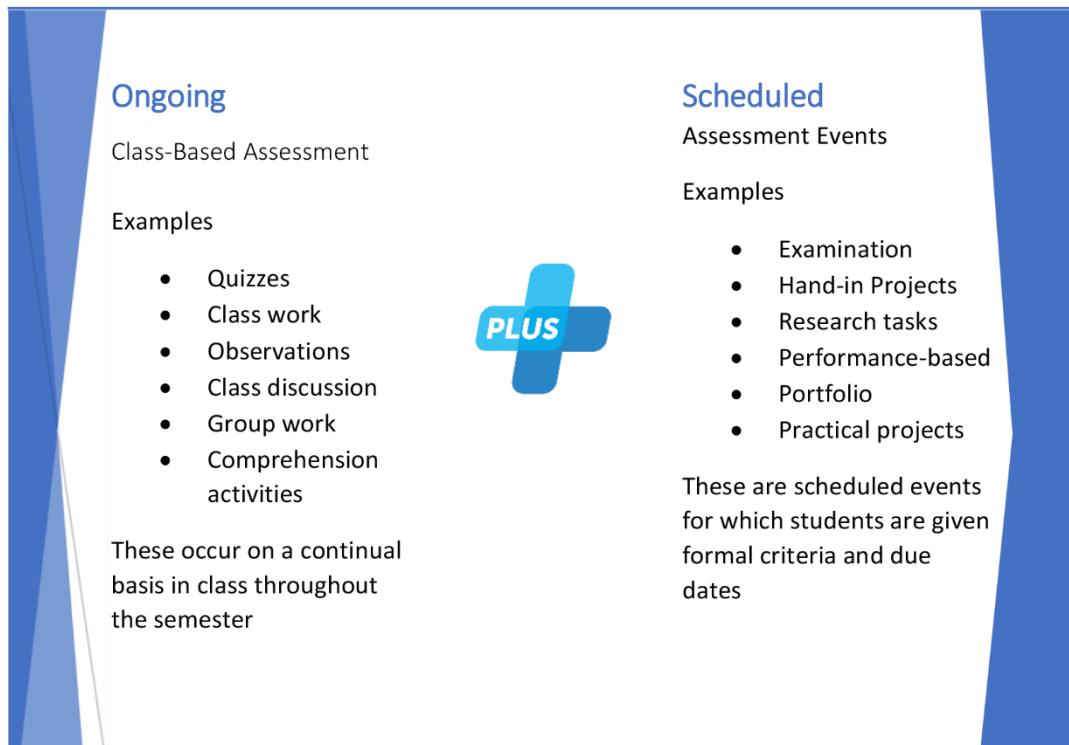
The aim of this booklet is to allow Year 7 & 8 students to become familiar with the expectations of the New South Wales Education Standards Authority (NESA) and the College in regard to assessment procedures.

Section One outlines details of the Year 7 & 8 Assessment Policy here at St Pauls Catholic College. Satisfactory completion of each year for a student will depend on their completion of specified pieces of work, called "assessment tasks", in each of their courses. These tasks may include formal examinations, essays, assignment work, practical work, excursion reports or oral presentations. The number and nature of the tasks will vary for each course. Attendance requirements at school will also be discussed in this section.

Section Two outlines the rules and procedures for examinations.

Section Three contains a timetable of subject examinations/assessment tasks for Semester One 2015. A new section Three will be issued in Term 3 for Semester Two subject examinations/assessment tasks.

How You Are Assessed



SATISFACTORY COMPLETION OF A COURSE

To have satisfactorily completed a course, students will have -

- *followed the course;*
- *applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and*
- *achieved some or all of the course outcomes.” [ACE 11.4]*

ATTENDANCE

At St Pauls Catholic College, attendance is considered critical in a student's education; generally 85% would be considered a minimum level of attendance.

- ANY prior known period of absence requires submission of an "Application for Exemption from Attendance at School" form. This form must be submitted to the College Principal for approval. These forms are available from the Leader of Learning House. A letter from parents can no longer legally be accepted when applying for exemption from attendance at school.
- Where practical, the letter requesting this form must be submitted FOUR WEEKS prior to the student commencing his known period of absence.
 - The Principal will then complete a "Certificate for Exemption from Attendance a School" form that is kept on record and available to education authorities or the police.

When exemption is sought for fewer than 50 days the Principal is able to grant this, but if more than 50 days, the College must forward the application onto the Catholic Education Office.

PARTICIPATION

- There are to be no unexplained absences.
 - Attendance deemed unsatisfactory will proceed to a review process.
 - PARTICIPATION A GENUINE ATTEMPT must be made concerning the learning and teaching activities of a course.
 - Participating in a course involves completing assignments, homework and set task It is up to the teacher's professional judgment to determine what constitutes genuine participation. Those deemed unsatisfactory will be referred to a review process.

Submission of Tasks

HAND IN TASKS



All tasks submitted must be **PERSONALLY HANDED** to the student's OWN TEACHER for that subject. If the student's teacher is absent, the task must be submitted to the relevant Subject Leader of Learning. The College accepts no responsibility for a student's work if he does not follow these procedures. All students should retain a paper or electronic copy of the task.

- Students are to submit HARD COPIES of their work.
- Students must not depend on the College printing assignments from storage devices, eg. USB.
- Storage devices cannot be submitted for a task.
- **To avoid this problem, students should manage their time to Computer or Printer Malfunction cannot be used as a reason for handing in a task late.**
- **To avoid this problem, students should manage their time to ensure that tasks are not left to the last minute.**

ELECTRONIC



Where an assessment task requires an ELECTRONIC submission teachers inform students how to submit the task.

- Storage devices cannot be submitted for a task. (unless specifically requested by the teacher)
- COMPUTER MALFUNCTION cannot be used as a reason for submitting a task late.
- To avoid this problem, students should manage their time to ensure that tasks are not left to the last minute.

GROUP WORK



The EXPECTATIONS of the TASK will be made clear in WRITING relating to what is required of each individual within that group, as distinct from what is expected of the group as a whole.

- The group work may require each student to submit his own report. In this case, the task may be based on shared research and analysis. However, the final presentation will be the work of each individual student.
- Where a group submission is to be made, the teacher will generally award the group mark to each individual student. However, where there is evidence to support the suggestion that there has been an inequitable distribution of work, or a group member has failed to make satisfactory contribution to the group presentation, the teacher has the right to vary the marks in order to reflect this situation.
- Normally a logbook or other electronic means of tracking student contribution is a co-requisite of such tasks.

**LATE
SUBMISSION**



Students who are late submitting a task on the due date **Must** hand in the task the next day they attend school to their Class Teacher or the appropriate Studies Leader of Learning **even if there is NO scheduled lesson on that day.**

**APPEAL
PROCESS**



A student can appeal their task result in the following situations:

- A clerical error in adding marks. This should be brought to the teacher's attention as soon as possible.
- If they believe:
 - The task was not marked according to the marking criteria.
 - A 'zero' determination relating to the non-completion of a task is not warranted.
 - There is evidence to show that malpractice did not occur.

These circumstances should first be discussed with the Subject Leader of Learning of that subject before being taken to the Leader of Learning Curriculum.

The College accepts no responsibility for a student's work if he does not follow these procedures. All students should retain a paper or electronic copy of the task.

PROCEDURES FOR STUDENT ABSENCE FROM AN ASSESSMENT TASK

UNFORESEEABLE ABSENCE

Step 1



NOTIFY Student Services before 8.30am on the morning of the task or task due-by date.
(Tel: 88683700; Fax: 88683799)

Step 2



OBTAIN documentation

Letter from parent/guardian to the Class Teacher indicating the reason for the absence from the assessment task.

NOTE: this is separate to the note for the Homeroom Teacher explaining reason for absence.

Documentation provided must cover all days absent from the College up to and including the task date OR from the task date until the day before returning to College. Undocumented absence beyond this/these dates may result in a zero determination.

FORESEEABLE ABSENCE – LEAVE

A student requiring Leave must obtain written permission from the Principal before commencement date. Students who do not have leave approved are at risk of not meeting attendance requirements.

Step 1



OBTAIN approval from the Principal.

- Parent/Guardian to write letter to the Principal requesting leave **at least four weeks prior to the leave.**
- Student to deliver letter to College Office, **not Homeroom Teacher.**
- Principal will respond in writing.

Step 2



RESCHEDULE task(s) with Subject Leader of Learning **PRIOR** to leave

- Student must discuss with Subject Leader of Learning details of task(s) that will be missed during absence.
- Arrangements will then be made regarding submission of missed task(s).

If a student complies with these requirements, then he may:

- i) sit a substitute task; or
- ii) be provided with an **estimate**.

WHEN IS A DOCTOR'S CERTIFICATE REQUIRED?

A Doctor's Certificate may be required if a student is:

- Absent during the Assessment Block (only)
- Absent for College Events such as Opening Mass, Swimming Carnival etc
- Absent the last day of term.

PENALTIES APPLIED FOR STUDENTS NOT MEETING REQUIREMENTS

PENALTIES FOR LATE SUBMISSION WITHOUT SUPPORTING DOCUMENTATION

The following penalties will apply in the case of an Assessment Task not being submitted on time and where there is **no** acceptable supporting documentation.

Not submitted on due date



zero awarded

- In this case, the task must still be submitted.
- This will be marked and returned to the student with feedback.
- The mark, however, may not contribute to the aggregated assessment mark in that subject or course.
- ***Failure to submit the task may lead to an "N" determination.***

LATE SUBMISSION



Students who are late submitting a task on a given day **MUST** hand in the task the next day they attend school to their Class Teacher or the appropriate Studies Leader of Learning ***even if there is NO scheduled lesson on that day.***

PENALTIES FOR NON-AUTHENTIC WORK OR OTHER MALPRACTICE

All work submitted, whether as part of an assignment or test, must be solely completed by the student.
All research assignments Must include a reference list. Criteria for referencing can be found in student's diaries.
If references are Not provided, students will be required to provide evidence that the work is their own.

What is Malpractice?



Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as your 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 your 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 acknowledgment.
- Paying someone to write or prepare material.
- Breaching school examination rules.
- Using non-approved aides during an assessment task.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student (either intentionally or unintentionally) to engage in malpractice, eg passing on an assignment to another student in any form.

How to Avoid Malpractice



All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own.

- Use numerous, relevant, short/concise quotes rather than a few long quotes.
- These quotes are used as relevant proof of ideas in answer to the question.
- Avoid long quotes that are added as padding and take up more than one quarter of a page.
- Develop an awareness of academic writing skills and conventions.

A range of workshops and online resources related to referencing and using evidence can be found on the University of Wollongong website. <http://www.library.uow.edu.au/index.html>

Penalties		RESEARCH TASKS – a zero determination for the section or sections affected, or for the entire task
Appeal		<p>If doubt arises regarding the authenticity and originality of the submitted work, the Leader of Learning Curriculum will be asked to consider the matter.</p> <ul style="list-style-type: none"> - A student log may be required in the case of some Research Tasks or projects and must be present upon request. - Drafts, proofs and rough copies of assignments should be kept to support the authenticity of the assignment. - The student may appeal this decision WITHIN 3 DAYS of written notification of the zero being given.

MALPRACTICE IN EXAMINATIONS AND EXAMINATION-TYPE TASKS

All Assessment Tasks are conducted under conditions set by the College, and are based on HSC Examination Rules and Procedures as specified by the NESA. Each instance of a breach of rules is treated separately and penalties may be imposed as a result.

Two main breaches are outlined below:

Notes		If a student is found to have notes, texts or summaries of the subject being examined with him during an examination (<u>whether he uses them or not</u>) it will be assumed that it was for the purpose of using it during the examination and he may be awarded a zero determination for that task.
Mobile Phones		<p>Students are NOT permitted to take mobile phones into an examination.</p> <ul style="list-style-type: none"> - Any student who is found to have taken a mobile phone into an examination will be penalised.
Penalties		EXAMINATIONS – a zero determination for the whole paper.

SECTION TWO

RULES AND PROCEDURES FOR EXAMINATIONS/TESTS

Examination Dates and Times

- The College publishes the examination/test timetable and distributes copies to students. It is your responsibility to make sure you receive a timetable and read it carefully.
- If you miss an examination simply because you have misread the timetable you will receive a mark of zero in that examination/test.

Examination Attendance Rules

- You must sit for all examinations/tests/tasks unless prevented by illness or misadventure. If you cannot attend an examination/test because of illness or misadventure, notify the Subject Leader of Learning immediately.
- If illness occurs before the examination and you are still able to attend, notify the Teacher-in-charge of the examination/test when entering the venue.
-

Equipment for the Examination/Test

- It is your responsibility to make sure that you know and possess the correct equipment.
- Before the examination/test begins, staff supervising will inspect any equipment brought into the venue. It is recommended that you place all equipment into an A4 plastic sleeve.
- Equipment should bear only the original inscribed information. You must supply materials that are in working order (this includes calculators). You cannot lodge an appeal on the grounds that your examination equipment did not work correctly.
- You are not permitted to borrow equipment during examinations/tests.

Supervisors will not be responsible for the safekeeping of any unauthorised material and equipment, including mobile telephones.

Examination/Test Room Procedures

- ② You must sit at the desk designated by the Teacher-in-charge of the examination/test.
- ② It is your responsibility to check question papers to make sure there are no pages missing.
- ② Reading Time – there will be between 5 and 10 minutes of reading and familiarisation time. You must not write during this time.
- ② During written examinations/tests, you must:
 - Read the instructions on the front page of the examination paper carefully. Teachers supervising are not permitted to interpret questions or instructions relating to questions.
 - Write your name on all writing booklets/pages.
 - Write with black or blue pen. Pencil may be used only where specifically directed.
 - Make sure that you write your answers in the correct answer booklets. If you write an answer in the wrong section or booklet, write a note on the front and back of all booklets that an answer has been written in the wrong place. Do not rewrite your answers, but ensure you label and hand in all parts of your answers.
 - Stop writing immediately when told to do so by the teacher supervising.
 - Arrange completed answers according to the supervisor's instructions and wait for the supervisor to collect them.
- ② You must not:
 - Commence writing until instructed to do so by the Teacher-in-charge.
 - Leave the examination/test room (except in an emergency) without permission.

Conduct During the Examination/Test

- ☒ You must follow the rules of the College at all times.
- ☒ You must follow the Teacher-in-charge's instructions at all times and must behave in a polite and courteous manner towards the teachers supervising and other students.
- ☒ You must not:
 - Eat in the examination/test room.
 - Speak to any person other than a teacher supervising during an examination/test.
 - Behave in any way likely to disturb the work of any other student or upset the conduct of the examination/test.
 - Take into the examination/test room any books, notes, any paper, or any equipment other than the equipment necessary.
 - Take a mobile phone into the examination/test room.
 - Take any electronic device into the examination/test room
 - Remove any examination/test booklets, whether used or not, from the room. Question papers may only be removed with the permission of the Teacher-in-charge.
- ☒ If you do not make a serious attempt at an examination, you may not receive a result in that examination. Students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple choice questions is not sufficient for an attempt to be considered serious.
- ☒ Examination answers that contain frivolous or objectionable material may result in the cancelling of the examination and a zero mark being awarded.
- ☒ If you do not follow these rules, or if you cheat in the examinations/tests in any way, you may be removed from the examination/test venue and reported to the Leader of Learning Curriculum. The penalty will be a zero mark for that examination/test.

What to do if you Don't Attend an Examination Due to Illness or Misadventure

You must notify the College (88683700) if you are prevented from attending an examination/test because of illness or misadventure.

Provide a letter to the Class Teacher which specifies the dates during which your illness or misadventure has occurred. This documentation must be dated at the time of the examinations.

Students are also required to provide a separate note to the Homeroom Teacher regarding the student's absence during the examination/test.

Assessment Timetable

Term	Week	Study Area
1	3 & 5	7HIST Quiz (ongoing)
1	7	7MUSC Performance/Composition Table
1	7	7ITAL Assignment 1
1	7	7SCI Ongoing and Tabulating Task
1	8	7MATH Class Assessment Task
1	8	7ENG Task 1 Writing Task
1	8	7TECH Research – Innovations Technologies
1	10	7SCI Comprehension Task
1	10	7VART Artwork Analysis & Procedure Re-count
1	10	7VART Drawing in Lead
1	1-11	7RELG Learning Cycle 1
2	1-10	7RELG Learning Cycle 3
1 & 2	1-10	7PDHPE Ongoing Formative Assessment
2	1	7MUSC Patterns of Sound and Silence (Instrument)
2	3	7SCI Knowledge and Understanding Task
2	3	NAPLAN Testing
2	5	7HIST Mediterranean World – Hand In
2	5	7MATH Major Project Angle Relationships
2	5	7VART Mask
2	6	7ENG Task 2 Reading / Speaking Task
2	6	7TECH Design Project and Design and Production Folio
2	7	7ITAL Semester 1 Test

- ◆ The following overview is a guide to the assessment tasks that will be used by teachers to make a professional judgment for a student's Semester One Report.
 - ◆ Some assessment tasks will have in class time allocated to complete. Others will require submission.
 - ◆ Please note that the timing of tasks may be varied or subject to change but you will be informed.
- Students should highlight their own subjects on this list

English

Areas of Study

Unit 1: Through My Window

Unit 2: The Drama of Distance - Exits and Entrances

Outcomes to be Assessed

The student:

- EN4 1A responds to and composes texts for understanding, interpretation, critical analysis 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 and features, and structures of texts appropriate to different 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 individual and collaborative skills for learning.

Reporting Descriptors

- E The student has an elementary knowledge and understanding in few areas of the content. In addition, the student has achieved very limited competence in responding to and composing texts, as well as in using and describing language forms and features.
- D The student has a basic knowledge and understanding in few areas of the content. In addition, the student has achieved a limited level of competence in responding to and composing texts, as well as in using and describing language forms and features.
- C The student has a sound knowledge and understanding of the main areas of the content. In addition, the student has achieved an adequate level of competence in responding to and composing texts, as well as in using and describing language forms and features.
- B The student has a thorough knowledge and understanding of the content and a high level of competence in responding to and composing texts, as well as in using and describing language forms and features. In addition, the student is able to apply this knowledge and these skills to most situations.
- 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 responding to and composing texts, as well as in using and describing language forms and features, applying them to new situations.

Assessment

Scheduled Assessment (70%)

- Task 1 - Writing Task
- Task 2 - Reading / Speaking Task

Ongoing Assessment (30%)

- Bookwork
- Classwork
- Class tests / assignments

Assessment dates

Term	Week	Study Area	Weighting
1	8	7ENG Task 1 Writing Task	35%
2	6	7ENG Task 2 Reading / Speaking Task	35%
1 & 2	Ongoing	7ENG Informal Assessment	30%

History (Mandatory)

Areas of Study

Students investigate the methods used by historians to study the past. Primary and secondary sources are used to gather evidence to answer historical questions and to understand heritage issues. Students have the opportunity to develop their understanding of key historical concepts and build on the skills of historical inquiry introduced early in the course through an investigation of the society and civilisation of Ancient Egypt.

Outcomes to be Assessed

The student:

- HT4-1 Describes the nature of history & 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
- HT4-5 Identifies the meaning, purpose and context of historical sources
- HT4-6 Uses evidence from sources to support historical narratives and explanations
- HT4-8 Locates, selects and organises information from sources to develop an historical inquiry
- HT4-9 Uses a range of historical terms & 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

Reporting Descriptors

- E A student demonstrates elementary knowledge and understanding of significant events, people and societies in the ancient world; and very limited competence in the areas of research, historical inquiry and communication.
- D A student demonstrates basic knowledge and understanding of significant events, people and societies in the ancient world; and limited competence in the areas of research, historical inquiry and communication.
- C A student demonstrates sound knowledge and understanding of significant events, people and societies in the ancient world; and an adequate level of competence in the areas of research, historical inquiry and communication.
- B A student demonstrates thorough knowledge and understanding of significant events, people and societies in the ancient world; and a high level of competence in the areas of research, historical inquiry and communication.
- A A student demonstrates extensive knowledge and understanding of significant events, people and societies in the ancient world; and a very high level of competence in the areas of research, historical inquiry and communication.

Assessment

Scheduled Assessment (60%) Ongoing Assessment (40%)

Assessment dates

Term	Week	Study Area	Weighting
1	3 & 5	7HIST Quiz (ongoing)	30%
2	5	7HIST Mediterranean World – Hand In	30%
1 & 2	Ongoing	7HIST Informal Assessment	40%

Italian

Areas of Study

- ◆ Introductions
- ◆ Greetings
- ◆ Carnevale
- ◆ Numbers
- ◆ Days and Months
- ◆ Age
- ◆ Italian food
- ◆ Italian Prayers
- ◆ Regions
- ◆ Life styles in Italy and Australia

Outcomes to be Assessed

The student:

- LIT4-1C uses Italian to interact with others to exchange information, ideas and opinions, and make plans
LIT4-2C identifies main ideas in, and obtains information from texts
LIT4-3C organises and responds to information and ideas in texts for different formats
LIT4-4C applies a range of linguistic structures to compose texts in Italian, using a range of formats for different audiences
LIT4-5U applies Italian pronunciation and intonation patterns
LIT4-6U applies features of Italian grammatical structures and sentence patterns to convey information and ideas
LIT4-7U identifies variations in linguistic and structural features of texts
LIT4-8U identifies that language use reflects cultural ideas, values and beliefs

Reporting Descriptors

- E The student has an elementary knowledge and understanding in some areas of the cultural component of the course and has achieved very limited competence in some of the processes and skills of reading, writing, speaking, listening and comprehension.
- D The student has a basic knowledge and understanding of the cultural component of the course and has achieved a limited level of competence in the processes and skills of reading, writing, speaking, listening and comprehension.
- C The student has a sound knowledge and understanding of the main areas of the cultural component of the course and has achieved an adequate level of competence in the processes and skills of reading, writing, speaking, listening and comprehension.
- B The student has a thorough knowledge and understanding of the cultural component of the course and has achieved a high level of competence in the processes and skills of reading, writing, speaking, listening and comprehension. In addition, the student is able to apply this knowledge and these skills to most situations.
- A The student has an extensive knowledge and understanding of the cultural component of the course and can readily apply this knowledge to daily situations. In addition, the student has achieved a very high level of competence in the processes and skills of reading, writing, speaking, listening and comprehension and can apply these skills to new situations.

Assessment

Scheduled Assessment (70%) Ongoing Assessment (30%)

Assessment dates

Term	Week	Study Area	Weighting
1	7	7ITAL Assignment 1 – Hand In	30%
2	7	7ITAL Semester 1 Test - Exam	40%
1&2	Ongoing	7ITAL Informal - Ongoing	30%

Mathematics

Areas of Study

1. Place Value with Operations and strategies with positive numbers
2. Measurement 1 (length, time, mass, capacity)
3. Fractions and Decimals including the application of basic probability
4. Patterns and Algebra
5. Angle Relationships (PBL)
6. Positive and Negative Numbers 1
7. Decimal Operations

Outcomes to be assessed

The 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

MA3-9MG selects and uses the appropriate unit and device to measure lengths and distances, calculates perimeters, and converts between units of length

MA3-10MG selects and uses the appropriate unit to calculate areas, including areas of squares, rectangles and triangles

MA3-11MG selects and uses the appropriate unit to estimate, measure and calculate volumes and capacities, and converts between units of capacity

MA3-12MG selects and uses the appropriate unit and device to measure the masses of objects, and converts between units of mass

MA3-13MG uses 24-hour time and am and pm notation in real-life situations, and constructs timelines

MA4-15MG performs calculations of time that involve mixed units, and interprets time zones

MA3-16MG measures and constructs angles, and applies angle relationships to find unknown angles

MA4-18MG identifies and uses angle relationships, including those related to transversals on sets of parallel lines

Reporting Descriptors

- E The student can demonstrate, with assistance, elementary knowledge and understanding in a few areas of Place Value with Operations and strategies with positive numbers, Measurement 1, Fractions and Decimals, Patterns and Algebra, Angle Relationships, Positive and Negative Numbers 1 and Decimal Operations. The student has achieved very limited competence in some of the processes and skills.
- D The student can demonstrate, with assistance, a basic knowledge and understanding in the areas of Place Value with Operations and strategies with positive numbers, Measurement 1, Fractions and Decimals, Patterns and Algebra, Angle Relationships, Positive and Negative Numbers 1 and Decimal Operations. The student can solve simple familiar problems and has achieved a limited level of competence in the processes and skills.
- C The student can demonstrate a sound knowledge and understanding in most areas of Place Value with Operations and strategies with positive numbers, Measurement 1, Fractions and Decimals, Patterns and Algebra, Angle Relationships, Positive and Negative Numbers 1 and Decimal Operations. The student can solve familiar problems and use some appropriate mathematical arguments to achieve an adequate level of competence.
- B The student can demonstrate a thorough knowledge and understanding of Place Value with Operations and strategies with positive numbers, Measurement 1, Fractions and Decimals, Patterns and Algebra, Angle Relationships, Positive and Negative Numbers 1 and Decimal Operations. The student can work independently to solve familiar and some unfamiliar problems at a high level by selecting appropriate strategies and mathematical arguments.
- A The student can demonstrate consistently an extensive knowledge and understanding of Place Value with Operations and strategies with positive numbers, Measurement 1, Fractions and Decimals, Patterns and Algebra, Angle Relationships, Positive and Negative Numbers 1 and Decimal Operations. The student can work independently to accurately solve unfamiliar multi-step problems by selecting efficient strategies or by presenting clear and concise mathematical arguments.

Assessment

Scheduled Assessment 80%

Ongoing Assessment 20%

Assessment dates

Term	Week	Study Area	Weighting
1	8	7MATH In Class Assessment task - Place Value, Operations with Positive Numbers & Measurement	40%
2	5	7MATH Major project Angle Relationships- Hand in	40%
1 & 2	Ongoing	Informal	20%

Music

Areas of Study

- ◆ During Semester One students will explore the musical *Patterns of Sound and Silence*. The fundamental concepts of music are examined and integrated into activities in performing, listening and composing.
- ◆ *Rhythm and Melody* introduces the rudiments of music notation, in particular Western notation, including: treble and bass clef, note time values and time signatures.

Outcomes to be Assessed

This unit of work will enable the student to:

- 4.1 Perform in a range of musical styles demonstrating an understanding of musical concepts.
- 4.2 Perform music using different forms of notation and different types of technology across a broad range of musical styles.
- 4.3 Perform music demonstrating solo and/or ensemble awareness.
- 4.4 Demonstrate an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing.
- 4.5 Notate compositions using traditional and/or non-traditional notation.
- 4.7 Demonstrate an understanding of the musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas.
- 4.8 Demonstrate an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire.
- 4.9 Demonstrate musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study.

Reporting Descriptors

- E The student has an elementary musical knowledge and understanding in a few areas of the Course content and has achieved very limited competence in musical skills involving performance, composition and listening activities.
- D The student has a basic musical knowledge and understanding of the Course content and has achieved a limited level of competence in musical skills involving performance, composition and listening activities.
- C The student has a sound musical knowledge and understanding of the predominant areas of the Course content and has achieved an adequate level of competence in musical skills involving performance, composition and listening activities.
- B The student has a thorough musical knowledge and understanding of the Course content and has achieved a high level of competence in practical skills. In addition, the student is able to apply this knowledge and these practical skills to most performance, composition and listening activities.
- A The student has an extensive musical knowledge and understanding of the Course content and can readily apply this to activities in performance, composition and listening. In addition, the student has achieved a very high level of competence in practical skills and can apply these to performance and composition.

Assessment

Scheduled Assessment (70%) Ongoing Assessment (30%)

Assessment dates

Term	Week	Study Area	Weighting
1	7	7MUSC Performance/Composition Table – In Class	30%
2	1	7MUSC Patterns of Sound and Silence (Instrument) - Assignment	40%
1 & 2	1-10	7MUSC Informal Assessment - Ongoing	30%

Personal Development, Health and Physical Education

Areas of Study

1. Identity and Relationships
2. Getting to Know You Games
3. Get Healthy, Get Active
4. Fundamental Movement Skills

Outcomes to be Assessed

The student:

- PD4-1 examines and evaluates strategies to manage current and future challenges
- PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
- PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships
- PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
- PD4-5 transfers and adapts solutions to complex movement challenges
- PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
- PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
- PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity
- PD4-9 demonstrates self-management skills to effectively manage complex situations
- PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
- PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

Reporting Descriptors

- E The student has an elementary knowledge and understanding in areas related to relationships, communication, sense of self and the dimensions of health. He has achieved a limited level of competence in movement skills, games and composition.
- D The student has a basic knowledge and understanding in areas related to relationships, communication, sense of self and the dimensions of health. He has achieved a basic level of competence in movement skills, games and composition.
- C The student has an adequate knowledge and understanding in areas related to relationships, communication, sense of self and the dimensions of health. He has achieved an adequate level of competence in movement skills, games and composition.
- B The student has a thorough knowledge and understanding in areas related to relationships, communication, sense of self and the dimensions of health. He has achieved a high level of competence in movement skills, games and composition. In addition, he is able to apply this knowledge and these skills to most situations.
- A The student has an extensive knowledge and understanding in areas related to relationships, communication, sense of self and the dimensions of health, and can readily apply this knowledge. He has achieved a very high level of competence in movement skills, games and composition and is able to apply this knowledge and these skills to new situations.

Assessment

Scheduled Assessment (50%)

- Get Healthy, Get Active Written Task
- Practical PDHPE Lessons

Ongoing Assessment (50%)

- Effort and engagement in lessons
- Quality of completed work
- Communication & Interaction
- Demonstrated level of understanding

Assessment dates

Term	Week	Study Area	Weighting
1 & 2	1-10	7PDHPE Ongoing Practical Assessment	50%
1 & 2	1 -10	7 PDHPE Ongoing Formative Assessment	50%

Religious Education

Areas of Study

Throughout the year, students will be engaged in the implementation of the DRAFT New Curriculum. Through their study, they will be given the opportunity to explore issues of faith, identify and what it means to belong to a Catholic Community. Learning Cycles will be taught with the explicit aim of engaging the head, heart, and hands. Students will investigate topics through an Inquiry - Based Learning Model that encourages critical thought and the application of information to a variety of contexts.

Reporting Descriptors:

E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
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.
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.

Method of Assessment:

Each semester, students will be assessed through a collection of formative tasks. The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by students to improve their learning. Formative assessments help students identify their strengths and weaknesses and target areas that need work.

Types of Formative Tasks may include, but not limited to:

- Quizzes
- Presentation – in class and / or recorded
- Group Work
- Writing Samples
- Exit Tickets
- PBL Tasks

Assessment Dates:

Term	Week	Study Area
1	1-11	Learning Cycle 1 Why are belonging and identity important?
2	1-10	Learning Cycle 3 Does God exist?

Science

Areas of Study

- Introduction to Science
- Matter
- Separating Substances

Outcomes to be Assessed

The student:

- SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
- SC4-5WS collaboratively and individually produces a plan to investigate questions and problems
- SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
- SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships and draw conclusions
- SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
- SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
- SC4-16CW describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
- SC4-17CW explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

Reporting Descriptors

- E The student has an elementary understanding of matter and separating substances. With guidance, he can extract information from provided secondary sources and he can communicate basic ideas to an audience.
- D The student has a basic understanding of matter and separating substances. He has the ability to extract information from secondary sources and he can communicate his ideas to an audience, at a developing level.
- C The student has a satisfactory understanding of matter and separating substances. He has the ability to extract information from secondary sources and he can communicate his ideas to an audience, at a satisfactory level.
- B The student has a thorough understanding of matter and separating substances. He has the ability to extract and interpret information from secondary sources and he can communicate his ideas to an audience, in a variety of appropriate forms, at a substantial level.
- A The student has an extensive understanding of matter and separating substances. He has a well-developed ability to extract and interpret information from secondary sources and can communicate his ideas to an audience, in a variety of appropriate forms, at a high level.

Assessment

Scheduled Assessment (80%)

Ongoing Assessment (20%)

- Graphing and Tabulating Task
- Comprehension Task
- Knowledge & Understanding Test

Assessment dates

Term	Week	Study Area	Weighting
1	7	7SCI Graphing and Tabulating Task	30%
1	10	7SCI Comprehension Task	20%
2	3	7SCI Knowledge and Understanding Task	30%

Technology Mandatory

Areas of Study

This semester students have design, communicated and evaluated ideas for an educational toy or 3D printing spinning top. Students have planned and managed the production of their design solution using a range of tools, material such as timber and plastic and processes in the production of a quality project. Students communicates the plan, management and evaluation of design projects in a Design and Production Folio. In addition, students have investigate innovative technologies and their impact on society.

Outcomes to be Assessed

The student:

- TE4-1DP - designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
- TE4-2DP - plans and manages the production of designed solutions
- TE4-3DP - selects and safely applies a broad range of tools, materials and processes in the production of quality projects
- TE4-9MA - investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
- TE4-10TS - explains how people in technology related professions contribute to society now and into the future

Reporting Descriptors

- E The student has demonstrated some knowledge and understanding of the design process and has produced a design project with assistance. The student has demonstrated evidence of workmanship and work practices relevant to the design project. In addition, the student has stated points about their design ideas and the quality of their project. With assistance the student recognises the impact of technology on society.
- D The student has demonstrated rudimentary knowledge and understanding of the design process and has produced a design project with guidance. The student has demonstrated some workmanship and work practices relevant to the design project. In addition, the student has outlined some of their design ideas and the quality of their projects. With guidance the student has outlines the impact of technology on society.
- C The student has demonstrated a sound knowledge and understanding of the design process and has produced a design project with minimal guidance. The student has demonstrated adequate workmanship and work practices relevant to the design project. In addition, the student has described their design ideas and the quality of their projects. The student has describes the impact of technology in society
- B The student has demonstrated a detailed knowledge and understanding of the design process and has applied this in the production of a quality project. The student demonstrated quality workmanship and work practices relevant to the design project and has worked independently. In addition, the student has evaluated their design ideas and the quality of their projects. The student has explained the impact of technology in society.
- A The student has demonstrated an extensive knowledge and understanding of the design process and has applied this in the production of a high quality project. The student demonstrated quality workmanship and work practices relevant to the design project and has worked has worked consistently and independently. In addition, the student has clearly evaluated their design ideas and the quality of their projects. The student has clearly explained the impact of technology in society

Assessment dates

Term	Week	Study Area
1	8	7TECH Research – Innovations Technologies
2	6	7TECH Design Project and Design and Production Folio

Visual Arts

Areas of Study

Facing the Art Elements – an exploration of the subject of self in the field of Portraiture. Students will be provided with the opportunity to explore a range of media to create self-portraits.

Outcomes to be Assessed

The student:

- 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks.
- 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts.
- 4.8 explores the function of and relationships between the artist – artwork – world – audience.
- 4.9 begins to acknowledge that art can be interpreted from different points of view.

Reporting Descriptors

- E The student has an elementary knowledge and understanding of the conceptual framework and the frames and applies this knowledge in written accounts, in a very limited manner. In addition, the student has achieved a minimal level of competence in the processes and techniques in drawing & construction and applies some of these skills in their artmaking.
- D The student has a basic knowledge and understanding of the conceptual framework and the frames and applies this knowledge in written accounts, in a limited manner. In addition, the student has achieved a basic level of competence in the processes and techniques in drawing & construction and has applied some of these skills in their artmaking.
- C The student has a sound knowledge and understanding of the conceptual framework and the frames and can apply this knowledge in written accounts. In addition, the student has achieved an adequate level of competence in the processes and techniques in drawing & construction and has applied some of these skills in their artmaking.
- B The student has a thorough knowledge and understanding of the conceptual framework and the frames and can apply this knowledge in written accounts. In addition, the student has achieved a high level of competence in the processes and techniques in drawing & construction and has applied many of these skills in their artmaking.
- A The student has an extensive knowledge and understanding of the conceptual framework and the frames and can readily apply this knowledge in written accounts. In addition, the student has achieved a very high level of competence in the processes and techniques in drawing & construction and has applied these skills in their artmaking.

Assessment

Scheduled Assessment 80%

Ongoing Assessment 20%

Assessment dates

Term	Week	Study area	Type	Weighting
1	10	7VART Artwork Analysis & Procedure Re-count	Exam	20%
1	10	7VART Drawing in Lead	In Class	20%
2	5	7VART Mask	In Class	40%