



Stage 4

YEAR 7

ASSESSMENT BOOKLET

2022



YEAR 7

**SCOPE AND SEQUENCES AND ASSESSMENT
SCHEDULES**

2022

- Creative and Performing Arts
- English
- Home Economics & Industrial Arts
- Human Society and Its Environment
- Languages
- Mathematics
- Personal Development, Health and Physical Education
- Science



Cabramatta High School -2022

Creative and Performing Arts (CAPA) 2022



**CAPA Assessment Schedule
2022**

Course: Stage 4 Music – Year 7

Teachers: Mr. Barkho, Mr. Lees

	HALF YEARLY REPORT		YEARLY REPORT			
Task No.	Task 1	Task 2	Task 3	Task 4	Task 5	
Title	Djembe Composition	Australian Music	Film Music Performance	Popular Music	Research Task - Musicology	
Weight %	10%	25%	25%	20%	20%	
Due Date	Term 1, Week 6	Term 2, Week 4	Term 3, Week 5	Term 3, Week 10	Term 4, Week 5	
Description	Group Performance Australian Music	Keyboard and Glockenspiel performance	Keyboard performance	Guitar / Ukulele Performance	Yearly Examination	
Outcomes	4.1, 4.2, 4.3	4.1, 4.2, 4.3	4.1, 4.2, 4.3, 4.10	4.1, 4.2, 4.3	4.7, 4.8, 4.9	TOTAL
Component	4.4, 4.5, 4.6					
Performing		25%	25%	25%		75
Composition	10%					10
Aural					15%	15
TOTAL	10	25	25	25	15	100



Scope & Sequence: Year 7 Music 2022											
Week #	1	2	3	4	5	6	7	8	9	10	11
TERM I	<p style="text-align: center;">UNIT TITLE: Music of a Culture</p> <p>This unit is designed to introduce students to music from another culture with a focus on African Music. Students are introduced to the Hornbostel-Sachs system and develop their knowledge of the Concepts of Music through study of Pitch and Duration. Key features of African music will also be explored - ostinato, pentatonic scale, call and response, improvisation, syncopation and polyrhythm.</p> <p style="text-align: center;">Assessment: Polyrhythm Composition Task and Djembe Performance</p> <p style="text-align: center;">Outcomes Assessed: 4.4, 4.5, 4.6, 4.7, 4.8</p>										
TERM II	<p style="text-align: center;">UNIT TITLE: Australian Music</p> <p>This unit will seek to cover the broad range of Australian Music, from Aboriginal Australian, convict folksong and contemporary Australian music. Students will demonstrate learning through listening and performance of relevant repertoire. Students will be assessed on their performance progress regarding topic repertoire.</p> <p style="text-align: center;">Assessment: Glockenspiel and Keyboard Performance</p> <p style="text-align: center;">List of repertoire: "Inanay", "Botany Bay", "Advance Australia Fair", "Waltzing Matilda", "Click go the sheers", "Home among the gumtrees".</p> <p style="text-align: center;">Outcomes Assessed: 4.1, 4.2, 4.3, 4.9</p>										
TERM III	<p style="text-align: center;">UNIT TITLE: Music for Radio, Film, Television and Multimedia</p> <p>Students develop an understanding of tools used by composers of mixed media to manipulate emotion and create atmosphere. Students will engage in learning materials suitable for performance, composition, listening and musicological research with integrated activities. An emphasis will be placed on broadening the students' knowledge and understanding of the concepts of music, whilst promoting a wider appreciation for music on a deepening level.</p> <p style="text-align: center;">Assessment: Keyboard Performance</p> <p style="text-align: center;">List of repertoire: "Flintstones", "Addams Family", "Rugrats", "Roger Ramjet", "Simpsons", "My Heart Will Go On", "Hedwig's Theme", "The Imperial March", "Star Wars Theme"</p> <p style="text-align: center;">Outcomes Assessed: 4.1, 4.2, 4.3, 4.7, 4.10</p>										
TERM IV	<p style="text-align: center;">UNIT TITLE: Popular Music (Guitar and Ukulele)</p> <p>Over the past 60 years, Popular has established a rich history of successful international music exports. With many singing about unique stories, culture or life experiences, popular music has greatly contributed to the development of a collective worldwide identity. This unit will explore repertoire from a range of successful artists/groups. Students will focus on identifying and describing structure, tone colour, instrument roles and other common features, such as the hook through a range of listening, performing and composing activities.</p> <p style="text-align: center;">Assessment: Guitar and Ukulele Performance, Popular Music Research Assignment</p> <p style="text-align: center;">Guitar Repertoire: "Africa", "Demons", "Hello", "Faded"</p> <p style="text-align: center;">Ukulele Repertoire: "Just The Way You Are", "I'm Yours", "Counting Stars", "Riptide", "Hey Soul Sister"</p> <p style="text-align: center;">Outcomes Assessed: 4.1, 4.2, 4.3, 4.7, 4.9</p>										



Cabramatta High School -2022

ENGLISH & EAL/D FACULTIES 2022



English Faculty – Year 7 Assessment Schedule 2022

Course Outline: Students will engage with various text types and learn the basics of what each text type entails structurally. Students will also be assessed on the elements listed in the syllabus such as speaking, reading, writing, listening and viewing.

Component	Task 1	Task 2	Task 3	Task 4
Unit	Metamorphosis	Moral of the Story	Real Lives Imagined Futures	Endangered Planet
Task Description	Processed Writing <ul style="list-style-type: none">Assessment Journal 10%Published Writing 15%	Semester 1 Exam <ul style="list-style-type: none">Responding Task 15%Composing Task 10%	Multimodal Task <ul style="list-style-type: none">Assessment Journal 10%Multimodal Presentation 15%	Semester 2 Exam <ul style="list-style-type: none">Responding Task 15%Composing Task 10%
Date	<ul style="list-style-type: none">Assessment Journal to be completed in class throughout the termWriting Task = Term 1, Week 10	<ul style="list-style-type: none">Responding Task = Term 2, Week 5Composing Task = Term 2, Week 5	<ul style="list-style-type: none">Assessment Journal to be completed in class throughout the termMultimodal Presentation Task = Term 3, Week 9	<ul style="list-style-type: none">Responding Task = Term 4, Week 3Composing Task = Term 4, Week 4
Outcomes	2A, 4B, 5C, 7D, 9E	1A, 3B, 5C, 8D	2A, 4B, 6C, 7D, 9E	1A, 3B, 5C, 7D

Syllabus link: http://www.boardofstudies.nsw.edu.au/syllabus_sc/english.html



Metamorphosis	Moral of the Story	Real Lives Imagined Futures	Endangered Planet
<p>Term 1, Week 1 to Term 1, Week 11</p>	<p>Term 2, Week 1 to Term 2, Week 10</p>	<p>Term 3, Week 1 to Term 3, Week 10</p>	<p>Term 4, Week 1 to Term 4, Week 11</p>
<p>Students will explore the concept of metamorphosis (change) through imaginative texts such as poetry and prose fiction to gain an understanding of the different experiences individuals face in the world when going through a period of transition.</p> <p>They will study how language techniques, textual structure, point of view and style are used to convey different aspects of change. Students respond to a variety of texts, such as poetry, with a major focus on a novel selected by the classroom teacher.</p> <p>Students should begin to develop their own views of their world and express this by responding to and composing texts.</p>	<p>Students explore how human morals and values are conveyed through the mediums of drama and film. They will investigate the history of telling stories for the purpose of teaching a moral.</p> <p>The structure and features of drama and film will be introduced and compared. Students will understand the codes and conventions of each in conveying the message in a story.</p> <p>Drama texts chosen should be short one or two act plays with a strong moral message, for example morality plays.</p> <p>Films chosen for study should have a strong moral message – animated films such as ‘Toy Story’, ‘Inside Out’ and animal movies are suitable.</p>	<p>Students explore the lives of others through a study of a variety of non-fiction texts. They will study how perspective and stylistic features such as language techniques and textual structure are used to convey different aspects of the world around them, people's beliefs and values.</p> <p>Students will respond to a variety of non-fiction texts and develop an understanding of how composers convey literal and inferential information about people and their lives.</p> <p>Students will reflect on the lives of the people they have studied as well as their own personal qualities, beliefs and values to imagine future possibilities, the skills they might need to navigate their imagined futures. They will express this through their speaking and writing.</p> <p><i>NSW Equity Consortium Project</i></p>	<p>Students are to research an aspect of sustainability through a variety of forms such as poetry, short story, reports, feature articles and/or web sites.</p> <p>They will investigate an aspect of how our world is endangered because of the behaviours of humans (for example, climate change, pollution, endangered animals and so on) and how this is represented in texts. They will look at ways to raise awareness and tackle the problem using a project-based learning approach.</p> <p>Students will form groups to create a presentation on an issue of their choice to persuade others to be sustainable.</p>
<p>Outcomes Assessed: EN4-1A, EN4-3B, EN4-5C, EN4-6C, EN4-7D, EN4-9E</p>	<p>Outcomes Assessed: EN4-1A, EN4-3B, EN4-5C, EN4-8D</p>	<p>Outcomes Assessed: EN4-2A, EN4-4B, EN4-6C, EN4-7D, EN4-9E</p>	<p>Outcomes Assessed: EN4-1A, EN4-3B, EN4-5C, EN4-7D</p>
<p>Text Type Focus: Fiction Poetry</p>	<p>Text Type Focus: Drama Film</p>	<p>Text Type Focus: Non -fiction</p>	<p>Text Type Focus: Teachers’s choice</p>



Cross Curriculum Priority	Cross Curriculum Priority	Cross Curriculum Priority	Cross Curriculum Priority Sustainability
Teachers should continue to explicitly teach literacy skills through spelling and vocabulary lists and SRA as appropriate.			
English Textual Concepts Point of View - Students understand that choice of point of view and focalisation shapes the meanings, the values and the effect of the text. Theme - Students understand that theme reflects or challenges values.	English Textual Concepts Code and Convention - Students understand that codes and conventions are social practices and are adapted in response to different purposes, effects, audiences, contexts and media.	English Textual Concepts Perspective - Students understand that perspectives convey values. Style - Students understand that style is a way of conveying individuality, specialised knowledge and values.	English Textual Concepts 0 Argument - Students understand that argument is the deliberate staging of ideas and feelings, through spoken, visual and written language, in the development of a thesis to influence a response. Representation - Students understand that representations are not natural reflections of the world.



<p>Assessment</p> <p>Processed Writing: students will demonstrate their understanding of the concept metamorphosis by producing their own imaginative or persuasive writing. An important aspect of their writing will be to establish a point of view.</p> <p>Assessment Journal (10%) – designed to assist students plan and compose their written text. This will be checked and marked by the class teacher. The journal should have four entries:</p> <ul style="list-style-type: none">▪ model of mode students will be writing, identifying key features▪ planning pages for students to make notes▪ draft of students written text▪ reflection of writing process <p>Published Writing (15%) – students will publish the text they have been planning in their Assessment Journal.</p>	<p>Assessment</p> <p>Responding (15%) - students will respond to comprehension questions based on an unseen non-fiction text. This will be an in-class assessment.</p> <p>Composing (10%) – students will compose a non-fiction text. The mode should be the same as that used for the processed writing task in Term 1 but on a different topic, for example the responding text may be used as a stimulus for the composing task. This will be an in-class assessment.</p>	<p>Assessment</p> <p>Journal (10%) – designed to assist students plan, compose and present their multimodal task. This will be checked and marked by the class teacher. The journal should have four entries:</p> <ul style="list-style-type: none">▪ model of task, identifying key features▪ planning pages for students to make notes from texts studied in class▪ draft of speech and presentation▪ reflection of process <p>Multimodal (15%) – (speaking / composing / representing / listening) students will demonstrate their understanding of the topic by representing an aspect of their imagined future in a multimodal presentation. Students will show how the study of real people has influenced how they imagine their own future. Students will show their understanding in the form of a speech enhanced through visuals.</p>	<p>Assessment</p> <p>Responding (15%) – students will respond to comprehension questions based on an unseen text on the topic of sustainability. This will be an in-class assessment.</p> <p>Composing (10%) – students will compose an imaginative or informative response to a stimulus on the topic ‘Growing Up’ or ‘Endangered Planet’. This will be an in-class assessment.</p> <p>Formative Assessment – teacher to design an end of year task suitable for the ability of the class. This could include a project-based task, class debate, poster or written response to the text/s and/or topic studied</p>
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Cabramatta High School -2022

HOME ECONOMICS & INDUSTRIAL ARTS

2022



YEAR 7 INDUSTRIAL ARTS AND HOME ECONOMICS

The study of Technology Mandatory in Years 7–8 enables students to become responsible users of technologies and designers of solutions. Through the practical application of knowledge and understanding, students develop skills in the safe use of a range of technologies to design, produce and evaluate solutions to identified needs and opportunities.

FOOTSTOOL (TIMBER MATERIALS)

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT Stool	Students' research, design, construct and evaluate a timber stool over 13 weeks.			
TASK DESCRIPTION	Research assignment	Class worksheets	Practical (making the stool)	Design Folio
Weighting	25%	10%	50%	15%
DATE	Assessments to be completed as per class rotation of modules			
OUTCOMES ASSESSED	TE4-10TS	TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP	TE4-1DP, TE4-2DP

SEW DO IT (TEXTILES MATERIALS)

COMPONENT	TASK 1	TASK 2	TASK 3
UNIT SEW DO IT	Students' research, design, construct and evaluate a pencil case over 13 weeks.		
TASK DESCRIPTION	Pencil Case	Bookwork	Design Folio
Weighting	50%	20%	30%
DATE	Assessments to be completed as per class rotation of modules		
OUTCOMES ASSESSED	TE4-1DP, TE4-2DP, TE4-3DP	TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP

ROBOT ROCK (DIGITAL TECHNOLOGIES)

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT Robot Rock	Students' research, design, code and evaluate a robot program over 13 weeks.			
TASK DESCRIPTION	Cyber Safety Poster	Bookwork	Dancing Robot Project and Code Sheet	Design Folio
Weighting	10%	10%	50%	30%
DATE	Assessments to be completed as per class rotation of modules			
OUTCOMES ASSESSED	TE4-1DP	TE4-7DI, TE4-10TS	TE4-1DP, TE4-2DP, TE4-4DP	TE4-1DP, TE4-2DP



TECHNOLOGY MANDATORY

HOME ECONOMICS / INDUSTRIAL ARTS

SCOPE AND SEQUENCE 2022

Year 7 Program – Industrial Arts (13 weeks)	Year 7 Program – Home Economics (13 weeks)	Year 7 Program – Home Economics (13 weeks)
<p>Unit : Footstool (Material Technologies)</p> <p>Focus: This unit involves students in the design, development and production of a timber Footstool. Students design their own timber Footstool and personalise their design. Safe and responsible use of materials, tools and techniques by students is essential in the Industrial Technology course.</p> <p>Students will develop an understanding of the timber industry and become familiar with the properties and characteristics of a range of timber types and products.</p> <p>Students focus on developing skills in planning and communicating design ideas, as well as using a range of techniques, tools, equipment and processes in the development and production of a design project.</p> <p>Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS</p>	<p>Unit: Sew Do It (Materials Technology – Textiles)</p> <p>Focus: The Material Technologies context focuses on the application of textiles skills and techniques to a broad range of traditional, contemporary and advancing materials.</p> <p>Students develop knowledge and understanding of the characteristics and properties of a range of textiles materials and consider how products are designed to meet identified needs.</p> <p>Students develop skills in planning and communicating design ideas, as well as using a range of techniques, tools and equipment in the production of a design solution.</p> <p>Outcomes: TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-10MA TELS-11TS</p>	<p>Unit : Robot Rock (Digital Technologies)</p> <p>Focus: The Digital Technologies context encourages students to develop an empowered attitude towards digital technologies, use abstractions to represent and decompose real-world problems, and implement and evaluate digital solutions. Students have the opportunity to become innovative creators of digital technologies in addition to effective users of digital systems and critical consumers of the information they convey.</p> <p>Students are provided with opportunities to develop fluency in a general-purpose programming language and use these skills to solve information problems and to automate repetitive tasks.</p> <p>Outcomes: TELS-1DP, TELS-2DP, TELS-3DP, TELS-5DP, TELS-8DI, TELS-11TS</p>
<p><i>All year 7 students complete THREE units during the year.</i></p>		



Cabramatta High School -2022

HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE) 2022



YEAR 7 GEOGRAPHY

COURSE OUTLINE:

A study of Geography builds on students' prior learning and experience to enable them to explain patterns, evaluate consequences and contribute to the management of physical, social, cultural and built environments.

YEAR 7 GEOGRAPHY ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	Landscapes and landforms	Landscapes and landforms	Place and liveability	Place and liveability
TASK DESCRIPTION	Examination	Class Tasks	Research Task	Google Quizzes
DATE	Term 1, Week 8	Ongoing	Term 2, Week 6	Ongoing
OUTCOMES ASSESSED	GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8	GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8	GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8	GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8

YEAR 7 GEOGRAPHY SCOPE AND SEQUENCE

Term	Topic	Weeks	Content	Assessment Task	Date	Weight			
1	Landscapes & Landforms GE4-1, Ge4-3, Ge4-4, Ge4-6, Ge4-7, Ge4-8	1-2	Landscapes and Landforms	Assessment 1: Topic Examination Landscapes & Landforms	Week 8	35%			
		3-4	Value of Landscapes & Landforms						
		5-6	Changing Landscapes						
		7-8	Landscapes management and protection						
		9-11	Geomorphic Hazard						
2		1-2	Influences and Perceptions	Assessment 2: Place and liveability Research/presentation (Part A (15%), Part B (15%), Part C (5%))	Week 6	40%			
		3-4	Access to Services & Facilities						
		5-6	Environmental Quality						
		7-8	Community				Class tasks This is an ongoing assessment it should include at 2 class tasks or a sequence of class tasks	Ongoing	10%
		9-10	Enhancing Liveability				Book mark books are to be marked twice in a semester 2x 5%	Ongoing	5%
1 & 2	Both topics	Fortnight	Both Topics	Homework Google Quiz	Ongoing	10%			

**YEAR 7 HISTORY****COURSE OUTLINE:**

A study of history builds students' knowledge and skills to inquire into the past so that students can explain how people, events and forces from the past have shaped our world.

YEAR 7 HISTORY ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	The Ancient World: <i>Investigating the Ancient Past</i>	The Mediterranean world: <i>In-depth Study – Ancient Rome</i>	The Asian world: <i>In-depth Study – Ancient China</i>	All Topics
TASK DESCRIPTION	Examination	Research task	Class Tasks and Google Quizzes	Bookmark
WEIGHT	35%	40%	20%	5%
DATE	Term 3 Week 7	Term 4 Week 2	Ongoing	Ongoing
OUTCOMES ASSESSED	HT4-2, HT4-3, HT4-4, HT4-5, HT4-6	HT4-1, HT4-5, HT4-6, HT4-9, HT4-10	HT4-2, HT4-3, HT4-4, HT4-5, HT4-6	HT5-6, HT5-2, HT5-4

YEAR 7 HISTORY SCOPE AND SEQUENCE

Term	Weeks	Topic – Short Descriptions	Assessment Task	Date	Weight
3	1-2	The Ancient World: <i>Overview</i>			
	3 - 6	The Ancient World: <i>Investigating the Ancient Past</i>			
	7-10	The Mediterranean world: <i>In-depth Study – Ancient Rome</i>	Investigating the Ancient Past topic test	Week 7	35%
4	1-4	The Mediterranean world: <i>In-depth Study – Ancient Rome</i>	Ancient Rome research task	Week 2	40%
	5-10	The Asian world: <i>In-depth Study – Ancient China</i>	Class tasks Assessment booklet	Ongoing	10%
				Google Quizzes	Ongoing
			Bookmark Books are to be marked	Ongoing	5%



Cabramatta High School -2022

LANGUAGES

FACULTY

2022

**YEAR 7 LANGUAGES**

COURSE OUTLINE: Year 7 Languages students will study a different language (either French, Korean, Chinese or Vietnamese) per term on a rotation basis. For each language, they will study a range of topics. Students will explore bilingual texts that give an insight into the cultures of target languages in comparison with the Australian culture. They will study different types of texts and become conversant with the metalanguage required. They will also participate in a variety of activities that aim to develop their listening, speaking, reading and writing skills.

COMPONENT	TASK 1	TASK 2	TASK 3
SKILL	Research	Listening Reading	Speaking Writing
TASK DESCRIPTION	20%	20% 20%	20% 20%
DATE	Each term Weeks 5-6	Each term Weeks 9-10	Each term Weeks 9-10
OUTCOMES ASSESSED	French: LFR4-1C, LFR4-2C, LFR4-3C, LFR4-4C Chinese: LCH4-1C, LCH4-2C, LCH4-3C, LCH4-4C, Korean: LKO4-1C, LKO4-2C, LKO4-3C, LKO4-4C Vietnamese: LVI4-1C, LVI4-2C, LVI4-3C, LVI4-4C	French: LFR4-2C, LFR4-3C Chinese: LCH4-2C, LCH4-3C Korean: LKO4-2C, LKO4-3C Vietnamese: LVI4-2C, LVI4-3C	French: LFR4-1C, LFR4-4C, LFR4-5U, LFR4-6U Chinese: LCH4-1C, LCH4-4C, LCH4-5U, LCH4-6U Korean: LKO4-1C, LKO4-4C, LKO4-5U, LKO4-6U Vietnamese: LVI4-1C, LVI4-4C, LVI4-5U, LVI4-6U

Syllabus Link - <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages>

SCOPE AND SEQUENCE FOR EACH TERM

Week 1-2	Weeks 3-4	Weeks 5-6	Weeks 7-8	Weeks 9-10
CULTURAL OVERVIEW <ul style="list-style-type: none"> ■ Basic facts about the country of the target language ■ Celebrations and festivities 	SOCIALISING <ul style="list-style-type: none"> ■ Daily greetings and conversing ■ Common expressions ■ Numbers ■ Telling the time 	MYSELF - MY FAMILY <ul style="list-style-type: none"> ■ Name and age ■ Family members ■ Hobbies RESEARCH	SCHOOL LIFE <ul style="list-style-type: none"> ■ Timetable ■ A typical school day ■ School staff ■ Favourite subjects 	FOODS AND DRINKS <ul style="list-style-type: none"> ■ Favourite foods and drinks ■ Traditional and popular foods and drinks of the target culture ASSESSMENT



Cabramatta High School -2022

MATHEMATICS

FACULTY

2022



YEAR 7 MATHEMATICS

COURSE OUTLINE: The Year 7 assessment is divided into 5 tasks. Harder (advanced) questions are located at the end of each assessment task and account for 20% of the mark. All students can attempt these questions.

YEAR 7 MATHEMATICS ASSESSMENT GRID

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
TOPICS	Integers	NAPLAN exam	Fractions, Percentages & Number patterns	Length & Area, Data Collection & Representation	Yearly – All topics
DATE	TERM 1 WEEK 5	TERM 2 WEEK 1	TERM 2 WEEK 9	TERM 3 WEEK 7	TERM 4 WEEK 4
DESCRIPTION	WRITTEN TEST 45 MINUTES	HALF YEARLY 45 MINUTES	WRITTEN TEST 45 MINUTES	WRITTEN TEST 45 MINUTES	YEARLY 45 MINUTES
WEIGHT	10%	25%	15%	15%	35%
OUTCOMES ASSESSED	MA4-4NA (plus MA4-1WM, MA4-2WM, MA4-3WM)	MA31W, MA32W, MA33W, MA3-6NA, MA3-7NA, MA3-8NA, MA39MG, MA310MG MA3-11MG MA3-12MG MA3-13MG, MA3-14MG, MA3-15MG, MA3-16MG, MA3-17MG, MA3-18SP, MA3-19SP.	MA4-18MG, MA4-5NA. (plus MA4-1WM, MA4-2WM, MA4-3WM)	MA4-12MG, MA4-13MG. MA4-19SP	MA4-4NA, MA4-18MG, MA4-4NA, MA4-5NA, MA4-21SP, MA4-5NA, MA4-15MG, MA4-8NA, MA4-10NA, MA4-12MG, MA4-13MG, MA4-9NA. (plus MA4-1WM, MA4-2WM, MA4-3WM)

Syllabus link: <http://syllabus.bos.nsw.edu.au/mathematics/mathematics-k10/content/>



Cabramatta High School -2022

YEAR 7 MATHEMATICS (Stage 4) SCOPE AND SEQUENCE

Term 1	Computation of Integers (3 weeks)	Term 3	Length and Area (4 weeks)
	Angle Relationships (3 weeks)		Data Collection and Representation (3 weeks)
	Properties of Geometrical Figures (3 weeks)		Statistics (3 weeks)
Term 2	Time (2 weeks)	Term 4	Linear Relationships (4 weeks)
	Fractions, Decimals and Percentages (4 weeks)		Volume (3 weeks)
	Algebra (4 weeks)		Probability (3 weeks)



Cabramatta High School -2022

Personal Development Health and Physical Education (PDHPE)

2022



PDHPE YEAR 7 ASSESSMENT GRID

COURSE OUTLINE: Personal Development, Health and Physical Education (PDHPE) contribute significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practise ways of adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in their lives. Areas of study include movement skills relating to team sports, developing a positive sense of self, family connections, support networks, influences on young peoples' food choices, movement and elements of composition, accessing health information and components of a balanced lifestyle.

YEAR 7 YEARLY ASSESSMENT SCHEDULE

TASK	TOPIC	DATE	YEARLY WEIGHTING
Task 1	This is Me	Term 1, Week 7	25%
Task 2	Stick it or Moving with Skill	Term 1 & 2 Continuous	25%
Task 3	Get Active	Term3, Week 6	25%
Task 4	Yearly Exam	Term 4, Week 2	25%

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	YEARLY WEIGHTING
	Written Assignment	Practical Assessment	Written Assignment	Written & practical Assignment	
	Term 1 Week 7	Terms 1 & 2 Ongoing	Term 3 Week 6	Term 4 Week 2	
Report Outcomes	PD4-1, PD4-2, PD4-6	PD4-4, PD4-11	PD4-6, PD4-7, PD4-8	PD4-1, PD4-2, PD4-6, Pd4-7, PD4-8	
Marks	25	25	25	25	100

N/B - * Timing of units will vary depending on resource availability and scheduling of teaching space. All due dates are specific to the semester not a specific date. Some assessments are ongoing throughout the whole unit.

Syllabus Link - http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdhpe.html



Year 7 & 8 PDHPE Scope and Sequence

Timeline		Stage 4		
		Year 7		
		PDH (3)	PE (2)	Assessment
TERM 1	Week 1	This is Me (PD4-1, PD4-2, PD4-6)	Stick It (Gymnastics) (PD4-4, PD4-11) or Moving With Skill (Fundamental Skills) (PD4-4, PD4-11)	This is Me <i>(Theoretical Week 7)</i> 25%
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
TERM 2	Week 1	Eat Well, Live Well (PD4-6, PD4-7, PD4-8)	Stick It (Gymnastics) (PD4-4, PD4-11) or Moving With Skill (Fundamental Skills) (PD4-4, PD4-11)	Stick it/Moving with Skill <i>(Practical - continuous)</i> 25%
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
TERM 3	Week 1	Get Active (PD4-6, PD4-7, PD4-8)	Get Active (prac) (PD4-6, PD4-7, PD4-8)	Yearly Exam <i>(Theoretical/Practical - Week 2)</i> 25%
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
TERM 4	Week 1	Let's All Get Along (PD4-2, PD4-3)	Who Dares Wins Invasion Games – Small target (Basketball, Netball, Korfball, Quidditch) (PD4-5, PD4-9, PD4-11)	
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
		Teachers Choice (Touch football, Mini Tennis, Table Tennis Gaelic Football, AFL, Ultimate Frisbee)		
2				
3				
4				
5				
6				
7				
8				
9				
10				



Cabramatta High School -2022

SCIENCE FACULTY

2022



Year 7 Science

COURSE OUTLINE: Studying science allows students to develop a distinctive view and understanding about Earth and space, living, chemical and physical world. Areas of study include mixtures, energy, ecology, cells, body systems and solar system.

Term 1		Term 2		Term 3	Term 4
Skills	Life and Living	Mixtures	Earth and Beyond	Forces	

ASSESSMENT:

Assessment is based upon application to the course outcomes and performance in tests, assignments and activities.

ASSESSMENT SCHEDULE:

TASK DESCRIPTION, WEIGHTING	DATE	OUTCOMES
Assignment (20%) Skills	Term 1, Week 8	WS4 – WS9
Half Yearly Exam (25%) Skills and Life and Living	Term 2, Week 4	CW3 (a-e), CW1 (a-f), PW3 (a, b), LW1 (a, b, c, e), LW2 (a, b, e, f), LW3 (e), LW4 (a, c, d), LW5 (a, b), WS4 (b), WS7.1 (b), WS7.2 (d), WS8 (a), WS9 (d)
Practical Exam (25%) Skills Life & Living Mixtures	Term 3, Week 8	WS4 (a), WS5.1 (b) (c), WS5.2 (b, d, e), WS6 (a-g), WS7.1 (c).
Yearly Exam (30%) All Topics	Term 4, Week 4	PW1 (a, b), PW3 (a, b, e), ES2 (a-d), LW3 (a), CW4 (c), WS5.2 (b), WS6 (g), WS8 (d)



Year 7 Assessment Schedule Overview

Semester 1		
Term 1		Term 2
1		MATHS
2		
3		MUSIC
4		SCIENCE
5	MATHS	ENGLISH/ EALD
6		HSIE
7	PDHPE	
8	HSIE SCIENCE MUSIC	
9	LANGUAGES	MATHS LANGUAGES
10	ENGLISH/ EALD LANGUAGES	LANGUAGES

Semester 2		
Term 3		Term 4
1		
2		PDHPE HSIE
3		
4		English/ EALD Music SCIENCE MATHS
5		
6	PDHPE	
7	HSIE MATHS	
8	SCIENCE	
9	ENGLISH/ EALD LANGUAGES	
10	MUSIC LANGUAGES	



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