

CABRAMATTA HIGH SCHOOL



Stage 4

YEAR 7

ASSESSMENT BOOKLET

2023



YEAR 7

**SCOPE AND SEQUENCES AND ASSESSMENT
SCHEDULES**

2023

- 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) 2023



Cabramatta High School -2022



CAPA Assessment Schedule

Course: Stage 4 Music - Year 7

Teachers:

| | HALF YEARLY REPORT | | | YEARLY REPORT | | |
|--------------|------------------------------|------------------------------------|--|---|---|--------------|
| Task No. | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | |
| Title | Music of Another Culture | Orchestral Music | Music for Film, Radio, TV & Multimedia | Popular Music | Yearly Exam | |
| Weight % | 25% | 20% | 10% | 30% | 15% | |
| Due Date | Term 1, Week 9 | Term 2, Week 6 | Term 2, Week 10 | Term 3, Week 9 | Term 4, Week 2 | |
| Description | Composition & Performance | Instrument Profile & Performance | Keyboard Performance | Guitar Performance, Research Task, Composition | Theory and Musicology Exam | |
| Outcomes | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 | 4.1, 4.2, 4.3, 4.7, 4.8, 4.9, 4.10 | 4.1, 4.2, 4.3 | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10 | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10 | TOTAL |
| Component | | | | | | |
| Performing | 10 | 10 | 10 | 10 | | 40 |
| Composition | 15 | | | 10 | | 25 |
| Aural | | 10 | | 10 | 15 | 35 |
| TOTAL | 25 | 20 | 10 | 30 | 15 | 100 |



| Scope & Sequence: Year 7 Music 2023 | | | | | | | | | | | |
|-------------------------------------|----|--|---|---|---|---|---|---|---|----|--|
| Week # | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| TERM I | 10 | <p align="center">UNIT TITLE: Music of Another 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 align="center">Assessment: Composition Task and Djembe Performance</p> <p align="center">Outcomes Assessed: 4.4, 4.5, 4.6, 4.7, 4.8</p> | | | | | | | | | |
| TERM II | 10 | <p align="center">UNIT TITLE: Music for Radio, Film, Television and Multimedia</p> <p>This unit will seek to cover the broad range of modern day Classical scores used in Radio, Film, TV and Multimedia. Students learn about Orchestral Instrument, building a knowledge of the Instrument families. Students will be assessed on their performance progress regarding topic repertoire.</p> <p align="center">Assessment: Keyboard Performance</p> <p align="center">List of repertoire includes: "Morning Mood", "In The Hall of the Mountain King" "Hedwig's Theme", "Imperial March"</p> <p align="center">Outcomes Assessed: 4.1, 4.2, 4.3, 4.9</p> | | | | | | | | | |
| TERM III | 10 | <p 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 align="center">Assessment: Guitar and Ukulele Performance, Popular Music Research Assignment</p> <p align="center">Guitar Repertoire: "Africa", "Demons", "Hello", "Faded"</p> <p align="center">Ukulele Repertoire: "Just The Way You Are", "I'm Yours", "Counting Stars", "Riptide", "Hey Soul Sister"</p> <p align="center">Outcomes Assessed: 4.1, 4.2, 4.3, 4.7, 4.9</p> | | | | | | | | | |
| TERM IV | 10 | <p align="center">UNIT TITLE: Australian Music / Music for Small Ensemble</p> <p>This unit will seek to cover a broad range of issues affecting Aboriginal Australian people through listening and performance of relevant repertoire. A focus will be placed on the position of Aboriginal Australians in contemporary society, rather than dwelling on traditional instrumentation, form, repertoire and such. Students will be required to present research in pairs on an Aboriginal musician and will be assessed on their performance progress regarding topic repertoire.</p> <p align="center">Assessment: Performance</p> <p align="center">Repertoire: "From Little Things Big Things Grow", "Took The Children Away",</p> <p align="center">Outcomes Assessed: 4.1, 4.2, 4.3, 4.7, 4.9</p> | | | | | | | | | |



Cabramatta High School -2022

ENGLISH & EAL/D FACULTIES 2023



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 | Change | Moral of the Story | Real Lives Imagined Futures | Endangered Planet |
| Task Description | <ul style="list-style-type: none">▪ Responding Task – 15%▪ Composing Task 10% | <p>Processed Writing</p> <ul style="list-style-type: none">▪ Assessment Journal 10%▪ Published Writing 15% | <p>Multimodal Task</p> <ul style="list-style-type: none">▪ Assessment Journal 10%▪ Multimodal Presentation 15% | <p>Semester 2 Exam</p> <ul style="list-style-type: none">▪ Responding Task 15%▪ Composing Task 10% |
| Date | <ul style="list-style-type: none">▪ Responding Task = Term2, Week 5▪ Composing Task = Term 2, Week 5 | <ul style="list-style-type: none">▪ Assessment Journal = to be completed in class throughout the term | <ul style="list-style-type: none">▪ Assessment Journal to be completed in class throughout the term▪ Multimodal Presentation Task = Term 3, Week 9 | <ul style="list-style-type: none">▪ Responding Task = Term 4, Week 3▪ Composing Task = Term 4, Week 4 |
| Outcomes | 1A, 3B, 5C, 8D | 2A, 4B, 5C, 7D, 9E | 2A, 4B, 6C, 7D, 9E | 1A, 3B, 5C, 7D |

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



| Change | Moral of the Story | Real Lives Imagined Futures | Endangered Planet |
|--------------------------------------|--|---|--|
| Term 1, Week 1 to Term 1, Week 11 | Term 2, Week 1 to Term 2, Week 10 | Term 3, Week 1 to Term 3, Week 10 | Term 4, Week 1 to Term 4, Week 11 |
| | <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>NSW Equity Consortium Project</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> |
| Outcomes Assessed: | Outcomes Assessed: EN4-1A, EN4-3B, EN4-5C, EN4-8D | Outcomes Assessed: EN4-2A, EN4-4B, EN4-6C, EN4-7D, EN4-9E | Outcomes Assessed: EN4-1A, EN4-3B, EN4-5C, EN4-7D |
| Text Type Focus: | Text Type Focus: Drama Film | Text Type Focus: Non -fiction | Text Type Focus: Teachers’s choice |
| 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 | English Textual Concepts | English Textual Concepts | English Textual Concepts |
|--|---|---|---|
| Point of View - Theme - | 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. | Perspective - Students understand that perspectives convey values. Style - Students understand that style is a way of conveying individuality, specialised knowledge and values. | 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. |



| | | | |
|-------------------|--|--|---|
| Assessment | Assessment Responding (15%) - students will respond to comprehension questions based on an unseen non-fiction text. This will be an in-class assessment. 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. | Assessment 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: <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 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. | Assessment 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. 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. 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 |
|-------------------|--|--|---|



Cabramatta High School -2022

HOME ECONOMICS & INDUSTRIAL ARTS 2023



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 |



HOME ECONOMICS / INDUSTRIAL ARTS

SCOPE AND SEQUENCE 2023

| 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) 2023



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 | Research/Presentation | Class Task | Google Quizzes |
| WEIGHT | 35% | 35% | 10% | 20% |
| DATE | Term 1, Week 10 | Term 2, Week 4 | By Term 2 | 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 | Week | Topic | Assessments | Outcomes | Date | Weighting |
|-------|-----------------|------------------------------|---|--|----------------|-----------|
| 1 | 1- 11 | Landscapes and Landforms | Assessment task 1 Topic Examination Landscapes and Landforms | GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8 | Term 1 WK 8 | 35 % |
| 2 | 1-10 | Place and <u>Liveability</u> | Assessment task 2 Place and <u>Liveability</u> Research / Presentation | GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8 | Term 2 WK 6 | 35% |
| | | | Class task This is an ongoing assessment It should include 2 class tasks or a sequence of class tasks | | By term 2 | 10% |
| 1 & 2 | Every Fortnight | Both Topics | Numeracy Quizzes (Fortnightly quizzes) | | Ongoing | 20% |

NOTE: There are 7 x 50 minutes periods per fortnight. Due dates for assessments are indicative and is subject to change. Skills to be taught: climate graphs; weather maps; graphs; and data analysis.



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% | 35% | 10% | 20% |
| DATE | Term 3 Week 9 | Term 4 Week 3 | Term 4 Week 5 | 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 | Week | Topic | Assessments | Outcomes | Date | Weighting |
|-------|-----------------|---|---|------------------------------------|----------------|-----------|
| 3 | 1-2 | The Ancient World: <i>Overview</i> | Assessment task 1 – Topic test | HT4-2, HT4-3, HT4-4, HT4-5, HT4-6 | Term 3 WK 9 | 35% |
| | 3-6 | The Ancient World: <i>Investigating the Ancient Past</i> | | | | |
| | 7-10 | The Mediterranean world: <i>In-depth Study – Ancient Rome</i> | | | | |
| 4 | 1-5 | The Mediterranean world: <i>In-depth Study – Ancient Rome</i> | Ancient Rome research task (Part A (15%), Part B (15%), Part C (5%)) | HT4-1, HT4-5, HT4-6, HT4-9, HT4-10 | Term 4 WK 3 | 35% |
| | 6-10 | The Asian world: <i>In-depth Study – Ancient China</i> | Class tasks Class assessment booklet | HT 4-8, HT 4-9, HT4-10 | By Term 4 WK 5 | 10% |
| 3 & 4 | Every Fortnight | Literacy Skills | Homework Google Quizzes | | Ongoing | 20% |

NOTE: There are 7 x 50 minutes periods per fortnight. Due dates for assessments are indicative and is subject to change.



Cabramatta High School -2023

LANGUAGES

FACULTY

2023

**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 ■ Basic facts about the country of the target language ■ Celebrations and festivities | SOCIALISING ■ Daily greetings and conversing ■ Common expressions ■ Numbers ■ Telling the time | MYSELF - MY FAMILY ■ Name and age ■ Family members ■ Hobbies RESEARCH | SCHOOL LIFE ■ Timetable ■ A typical school day ■ School staff ■ Favourite subjects | FOODS AND DRINKS ■ Favourite foods and drinks ■ Traditional and popular foods and drinks of the target culture ASSESSMENT |



Cabramatta High School -2023

LITERACY

2023



Year 7 Literacy- Scope and Sequence 2023

| Term | Week | Topic | Outcomes | Assessments | Date |
|------|-------|--|--|---------------------------------|--------------------|
| 1 | 1- 10 | Introduction to NAPLAN in High School Reading and viewing 1 | Area of focus: Reading and Comprehension Outcomes: UnT8, GrA5, PuN5 | In class quiz | Term 1 Week 4-5 |
| 2 | 1-10 | Creating Texts – Imaginative | Area of focus: Writing Outcomes: UnT8, GrA5, PuN5 | In class quiz | Term 2 Week 5-6 |
| 3 | 1-10 | Language Conventions 1 | Area of focus: Grammar, punctuation Outcomes: GrA5, PuN5, CrT8 | In class - Writing task | Term 3 Week 2-3 |
| 4 | 1-10 | Creating Texts – Persuasive | Area of focus: Writing Outcomes: GrA5, PuN5, CrT8 | Hand in writing task- Letter | Term 4 Week 7-8 |

NOTE: Literacy lessons take place twice every fortnight. These lessons are aimed at developing students' skills in reading, language conventions and writing to improve their outcomes in all learning areas at school. Programs are also designed to develop students' readiness for: key standardised assessments such as NAPLAN and Minimum Standards; senior school; and work. Outcomes for learning are mapped to the National Literacy Learning Progressions and Australian Core Skills Framework.

Cabramatta High School Assessment Policy

Students must apply themselves with diligence and sustained effort in class. Failure to complete course work as set by the class teacher will result in a letter of concern being sent home. Students must attempt ALL tasks in the assessment schedule and submit them by the due date. Please refer to the student information booklet that outlines what to do in the event of students being absent on assessment due dates and requests for extensions.

Parent name: _____

Parent signature: _____

Date: _____



Cabramatta High School -2023

MATHEMATICS

FACULTY

2023



YEAR 7 MATHEMATICS

Course Outline: Students in Year 7 undertake the Stage 4 course. The Year 7 assessment is divided into 5 tasks.

Year 7 (Stage 4) Course:

| | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 |
|--------------------------|---|---|---|--|---|
| Name of Task | Term 1 Examination | Half-Yearly Examination | Take-home Task | Term 3 Examination | Yearly Examination |
| Topics | NAPLAN Exam | Computation with Integers Angle Relationships Properties of Geometric Figures 1 | Fractions, Decimals & Percentages Algebraic Techniques | Length & Area (No Circles) Data Collection & Representation | All topics complete to date |
| 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 | Investigation | Written Test 45 minutes | Yearly 45 Minutes |
| Weighting | 10% | 25% | 15% | 15% | 35% |
| Outcomes Assessed | MA4-4NA MA4-18MG MA4-17MG MA4-5NA MA4-8NA MA4-12MG MA4-13MG MA4-19SP | MA4-4NA MA4-18MG MA4-17MG | MA4-5NA MA4-8NA | MA4-12MG MA4-13MG MA4-19SP | MA4-4NA MA4-18MG MA4-17MG MA4-5NA MA4-8NA MA4-12MG MA4-13MG MA4-19SP |

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



Year 7 Accelerated Mathematics

Course Outline: Students in Year 7 accelerated undertake all the Stage 4 course. The Year 7 accelerated assessment is divided into 5 tasks.

Year 7 (Stage 4) Course:

| | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 |
|--------------------------|---|---|---|--|---|
| Name of Task | Term 1 Examination | Half-Yearly Examination | Take-home Task | Term 3 Examination | Yearly Examination |
| Topics | NAPLAN Exam | Computation with Integers Angle Relationships Properties of Geometric Figures 1 Time | Single Variable Data Analysis Fractions, Decimals & Percentages Financial Mathematics | Equations Indices Algebraic Techniques | All topics complete to date |
| 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 | Investigation | Written Test 45 minutes | Yearly 45 Minutes |
| Weighting | 10% | 25% | 15% | 15% | 35% |
| Outcomes Assessed | MA4-4NA MA4-18MG MA4-17MG MA4-15MG MA4-20SP MA4-5NA MA4-6NA MA4-10NA MA4-9NA MA4-8NA | MA4-4NA MA4-18MG MA4-17MG MA4-15MG | MA4-20SP MA4-5NA MA4-6NA | MA4-10NA MA4-9NA MA4-8NA | MA4-4NA MA4-18MG MA4-17MG MA4-15MG MA4-20SP MA4-5NA MA4-6NA MA4-10NA MA4-9NA MA4-8NA |



Cabramatta High School -2023

Personal Development Health and Physical Education (PDHPE) 2023



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 | Topic 1 | Term 1, Week 8 | 20% |
| Task 2 | Topic 2 | Term 2 Week 7 | 30% |
| Task 3 | Topic 3 | Term 3, Week 10 | 20% |
| Task 4 | FINAL EXAM | Term 4, Week 3 | 30% |

| COMPONENT | TASK 1 | TASK 2 | TASK 3 | TASK 4 | YEARLY WEIGHTING |
|-----------|------------------|------------------------------------|----------------------|------------------|------------------|
| | Research Task | Practical Assessment Group Work | Practical Assessment | Final Exam | |
| | Term 1 Week 8 | Terms 2 Week 7 | Term 3 Week 10 | Term 4 Week 3 | |
| Marks | 30 | 20 | 20 | 30 | 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



Cabramatta High School -2023

SCIENCE FACULTY 2023



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%) Science Skills and Life and Living | 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) |



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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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