

2025

YEAR 7

STAGE 4

ASSESSMENT  
BOOKLET



YEAR 7

# SCOPE AND SEQUENCES AND ASSESSMENT SCHEDULES

2025

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

**CREAAATIVE &  
PERFORMING ARTS**

**CREATIVE &  
PERFORMING  
ARTS**

2025

# Course: Stage 4 Music

Teacher: Corvalan, Lees, Sandblom

**Course Outline:** The study of music's forms, styles and ideas enables young people to develop an interest in appreciation and enjoyment of music. Through critical reflection and acquiring understanding, knowledge and skills, students respond by creatively developing their own musical ideas, compositions and performances.

**Syllabus Link:** <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10>

## Assessment Task Schedule

Task No.	Task 1	Task 2	Task 3	Task 4	
<b>Title</b>	Music of Another Culture	Orchestral Music	Popular Music	Australian Music	
<b>Weight %</b>	25%	20%	25%	30%	
<b>Due Date</b>	Term 1 Week 9	Term 2 Week 6	Term 3 Week 10	Term 4 Week 3	
<b>Description</b>	Performance & Composition	Half Yearly Exam & Performance	Performance, Research Task & GarageBand Composition	Performance Yearly Exam	
<b>Outcomes</b>	4.1, 4.2, 4.3, 4.4, 4.5,	4.1, 4.2, 4.3, 4.7, 4.8,	4.1, 4.2, 4.3	4.1, 4.2, 4.3	<b>TOTAL</b>
<b>Component</b>	4.6	4.9, 4.10			
Performing	10	10		20	50
Composition	15		15		20
Aural		10	10	10	30
<b>TOTAL</b>	25	20	25	30	100

## Music Scope and Sequence

<b>TERM I</b>	<p><b>UNIT TITLE: Music of Another Culture</b></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, and lastly the key features of African music will be explored.</p>
<b>TERM II</b>	<p><b>UNIT TITLE: Orchestral Music</b></p> <p>This unit will seek to cover the broad range of modern-day Classical scores. Students learn about Orchestral Instrument, building a knowledge of the Instrument families. Students will be assessed on their performance progress regarding topic repertoire.</p>
<b>TERM III</b>	<p><b>UNIT TITLE: Popular Music (Guitar and Ukulele)</b></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>
<b>TERM IV</b>	<p><b>UNIT TITLE: Australian Music</b></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>

ENGLISH & EAL/D FACULTIES

**ENGLISH &  
EAL/D  
FACULTIES**

2025

## English Faculty – Year 7 Assessment Schedule 2025

Assessment in Year 7 builds on the foundational skills developed in the earlier years to support the growing knowledge, understanding and skills in the areas of:

- Reading, viewing and listening to texts
- Understanding and responding to texts
- Expressing ideas and composing texts

Component	Task 1	Task 2	Task 3
<b>Unit</b>	My Extraordinary Life	The Moral of the Story	How Stories Change Us
<b>Task Description</b>	Processed Writing <ul style="list-style-type: none"> <li>● Assessment Journal 10%</li> <li>● Processed Writing (informative) 20%</li> </ul>	<ul style="list-style-type: none"> <li>● Multimodal Task Assessment Journal 10%</li> <li>● Multimodal Task 20%</li> </ul>	<ul style="list-style-type: none"> <li>● Responding Task 20%</li> <li>● Composing Task (imaginative) 20%</li> </ul>
<b>Date</b>	<ul style="list-style-type: none"> <li>● Assessment Journal = entries to be completed throughout the term. Final entry due = Term 1, Week 10</li> <li>● Processed Writing = Term 1, Week 10</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment Journal = entries to be completed throughout the term. Final entry due = Term 2, Week 10</li> <li>● Multimodal Task = Term 2, Week 9</li> </ul>	<ul style="list-style-type: none"> <li>● Responding Task = Term 4, Week 2</li> <li>● Composing Task = Term 4, Week 2</li> </ul>
<b>Outcomes</b>	EN4-URA-01 EN4-URB-01 EN4-ECA-01 EN4-ECB-01	EN4-URA-01 EN4-URB-01 EN4-URC-01 EN4-ECA-01 EN4-ECB-01	EN4-RVL-01 EN4-URA-01 EN4-ECA-01 EN4-ECB-01

**Syllabus link:** [http://www.boardofstudies.nsw.edu.au/syllabus\\_sc/english.html](http://www.boardofstudies.nsw.edu.au/syllabus_sc/english.html)

## YEAR 7 Scope and Sequence 2025 -Student Version

Term 1 - My Extraordinary Life	Term 2 - The Moral of the Story	Term 3 - How Stories Change Us	Term 4 - Be Dramatic
<p><b>Learning Intention:</b> You will explore non-fiction texts about extraordinary lives and discover how they are crafted to capture and engage readers. You'll learn to analyse the techniques and features used in non-fiction, understanding how they serve different purposes. Through fun and interactive activities, you'll see how authors use their unique voice to express ideas, build <b>arguments</b>, and tell compelling stories. Finally, you'll use what you've learned to create your own texts, adding your own <b>perspectives</b> and <b>context</b> to showcase your understanding.</p>	<p><b>Learning Intention:</b> You will explore the concept of <b>theme</b> by studying texts, including films, that carry strong moral lessons. Through this, you'll learn how texts convey meaning, focusing on the techniques used in film. You'll take part in activities that show how filmmakers use <b>intertextuality</b> to deepen meaning. Finally, you'll show what you've learned by creating your own <b>representation</b> inspired by a text.</p>	<p><b>Learning Intention:</b> You will explore how stories (<b>narratives</b>) draw readers into their worlds, shape perspectives, and create characters you can connect with. You'll examine storytelling techniques like setting and plot, and learn how different <b>points of view</b>, such as first, second, and third person, influence how we see the story. You'll also focus on <b>characterisation</b>, analysing how language is used to create realistic and engaging characters that reflect human relationships. This will help you understand how stories represent identities, values, and experiences, and how they shape the way we see the world.</p>	<p><b>Learning Intention:</b> You will dive into the world of performance by studying short plays and performance poetry. You'll explore how written words can be transformed into dramatic presentations and examine how context and purpose shape both written and spoken language.</p>
<p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How can we better appreciate non-fiction texts by understanding communication and cultural context?</li> <li>• How do composers use specific language techniques to shape their texts?</li> <li>• How can we tell the difference between subjective and objective language?</li> </ul>	<p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How are morals and values shown through film and other mediums?</li> <li>• How do creators use elements from other texts to add deeper meaning?</li> <li>• How are literal and hidden meanings expressed through language and text?</li> </ul>	<p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How do authors draw us into the world of a novel?</li> <li>• How do authors create characters we can connect with?</li> <li>• How do authors use stories to shape the way we see the world?</li> </ul>	<p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How do language techniques for performance transform written words into powerful drama and poetry?</li> <li>• How do context, purpose, and audience influence the style and meaning of performance texts?</li> <li>• How can figurative language, imagery, and stylistic choices in a text express idea, emotions, and cultural or personal identity?</li> </ul>
<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• <b>EN4-RVL-01</b> - uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction</li> <li>• <b>EN4-URA-01</b> - analyses how meaning is created through the use of and response to language forms, features and structures</li> <li>• <b>EN4-URB-01</b> - examines and explains how texts represent ideas, experiences and values</li> <li>• <b>EN4-URC-01</b> - identifies and explains ways of valuing texts and the connections between them</li> <li>• <b>EN4-ECA-01</b> - creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas</li> <li>• <b>EN4-ECB-01</b> - uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts</li> </ul>			
<p><b>Text requirements:</b></p> <ul style="list-style-type: none"> <li>• prose (a selection of non-fiction and short fiction texts)</li> </ul>	<p><b>Text requirements:</b></p> <ul style="list-style-type: none"> <li>• film</li> <li>• picture books</li> <li>• fables</li> </ul>	<p><b>Text Requirements:</b></p> <ul style="list-style-type: none"> <li>• extended prose (novel)</li> <li>• prose (a selection of non-fiction and short fiction texts)</li> </ul>	<p><b>Text requirements:</b></p> <ul style="list-style-type: none"> <li>• drama</li> <li>• performance poetry</li> </ul>



Home Economics & Industrial Arts

**Home  
Economics  
&  
Industrial Arts**

2025

# TECHNOLOGY MANDATORY

## 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.

Syllabus Link: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/tas/technology-mandatory-7-8-new-syllabus>

### FOOTSTOOL (TIMBER MATERIALS)

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

### SEW DO IT (TEXTILES MATERIALS)

COMPONENT	TASK 1	TASK 2	TASK 3
<b>UNIT</b> <b>SEW DO IT</b>	Students' research, design, construct and evaluate a pencil case over 13 weeks.		
<b>TASK DESCRIPTION</b>	Pencil Case	Bookwork	Design Folio
<b>Weighting</b>	50%	20%	30%
<b>DATE</b>	Assessments to be completed as per class rotation of modules		
<b>OUTCOMES ASSESSED</b>	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
<b>UNIT</b> <b>Robot Rock</b>	Students' research, design, code and evaluate a robot program over 13 weeks.			
<b>TASK DESCRIPTION</b>	Cyber Safety Poster	Bookwork	Dancing Robot Project and Code Sheet	Design Folio
<b>Weighting</b>	10%	10%	50%	30%
<b>DATE</b>	Assessments to be completed as per class rotation of modules			
<b>OUTCOMES ASSESSED</b>	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 2025

Year 7 Program – Industrial Arts (13 weeks)	Year 7 Program – Home Economics (13 weeks)	Year 7 Program – Home Economics (13 weeks)
<p><b>Unit :</b> <b>Footstool</b> <b>(Material Technologies)</b></p> <p><b>Focus:</b> 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><b>Outcomes:</b> TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, <b>TE4-10TS</b></p>	<p><b>Unit:</b> <b>Sew Do It</b> <b>(Materials Technology – Textiles)</b></p> <p><b>Focus:</b> 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><b>Outcomes:</b> TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-10MA TELS-11TS</p>	<p><b>Unit :</b> <b>Robot Rock</b> <b>(Digital Technologies)</b></p> <p><b>Focus:</b> 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><b>Outcomes:</b> TELS-1DP, TELS-2DP, TELS-3DP, TELS-5DP, TELS-8DI, TELS-11TS</p>

*All year 7 students complete THREE units during the year.*



HSIE

HUMAN  
SOCIETY &  
ITS  
ENVIRONMENT  
FACULTY

2025



## 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
<b>UNIT</b>	Landscapes and landforms	Landscapes and landforms	Place and liveability	Both topics
<b>TASK DESCRIPTION</b>	Examination	Class tasks	Class tasks	HHH Reading strategy
<b>WEIGHT</b>	35%	10%		20%
<b>DATE</b>	Term 1 week 8	Ongoing	Ongoing	Ongoing
<b>OUTCOMES ASSESSED</b>	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

### Scope and sequence for 2025

Term	Week	Topic	Assessments	Outcomes	Date	Weighting
1	1-11	Landscapes and Landforms	Assessment task 1 Landscapes and Landforms Research	GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8	Term 1 Week 9	50%
2	1-10	Place and Liveability	Landscapes and Landforms and Place and Liveability Half yearly exam	GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8	Ongoing	
1 & 2	Ongoing	Both topics	Mixture of different class tasks throughout the semester	GE4-1, GE4-2, GE4-3, GE4-4, GE4-5, GE4-6, GE4-7, GE4-8	Ongoing	20%
1 & 2	Every Fortnight	Literacy Reading strategy	Microsoft Teams fortnightly work	GE4-1, GE4-2, GE4-3, GE4-4, GE4-5, GE4-6, GE4-7, GE4-8	Ongoing	30%

## YEAR 7 HISTORY

**COURSE OUTLINE:** A study of history builds students' knowledge and skills to inquire into the past so that students are able to 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
<b>UNIT</b>	The Ancient World: <i>Investigating the Ancient Past</i>	The Mediterranean world: <i>In-depth Study – Ancient Rome</i>	All topics	All topics
<b>TASK DESCRIPTION</b>	Examination	Research task	Class tasks	HHH Reading Strategy
<b>WEIGHT</b>	35%	35%	10%	20%
<b>DATE</b>	Week 9, Term 3	Week 4, Term 4	Ongoing	Ongoing
<b>OUTCOMES ASSESSED</b>	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 2025

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	Week 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	HT4-1, HT4-5, HT4-6, HT4-9, HT4-10	Week 4	35%
	6-10	The Asian world: <i>In-depth Study – Ancient China</i>	Mixture of different class tasks throughout the semester	HT4-1, HT4-2, HT4-3, HT4-4, HT4-5, HT4-6, HT4-7	Ongoing	10%
		All topics				
3 & 4	Every Fortnight	<i>Literacy Reading strategy</i>	Microsoft Teams fortnightly work		Ongoing	20%

*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.*

LANGUAGES

LANGUAGES

FACULTY

2025

## 2025 LANGUAGES

### 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	<b>10%</b>	<b>25%</b> <b>25%</b>	20% 20%
DATE	Each term Weeks 5-6	Each term Weeks 8-9	Each term Weeks 8-9
OUTCOMES ASSESSED	ML4-UND-01	ML4-UND-01	ML4-INT-01 ML4-CRT-01

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



LITERACY

LITERACY

2025



# Year 7 Literacy- Scope and Sequence 2025

Term	Week	Topic	Outcomes	Assessments	Date
1	2- 11	<b>Reading and Viewing 1 Language Conventions 1</b> <i>(Intro to High School NAPLAN)</i>	<b>Area of focus:</b> Reading and Comprehension  Outcomes: UnT8	In-class Quiz	Term 1 Week 2-3
NAPLAN Test Window- Term 1 Weeks 7-8					
2	1-10	<b>Language Conventions 1 Creating Texts – Imaginative</b>	<b>Area of focus:</b> Grammar & Punctuation Outcomes: GrA5, PuN5		
3	1-10	<b>Creating Texts – Imaginative</b>	<b>Area of focus:</b> Writing- Narratives Outcomes: CrT8	In-class quiz	Term 3 Week 9
4	1-10	<b>Creating Texts – Persuasive/ Imaginative</b>	<b>Area of focus:</b> Multimodal Outcomes: CrT8		

**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 coursework 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.***

MATHEMATICS

MATHEMATICS  
FACULTY  
2025

## YEAR 7 MATHEMATICS

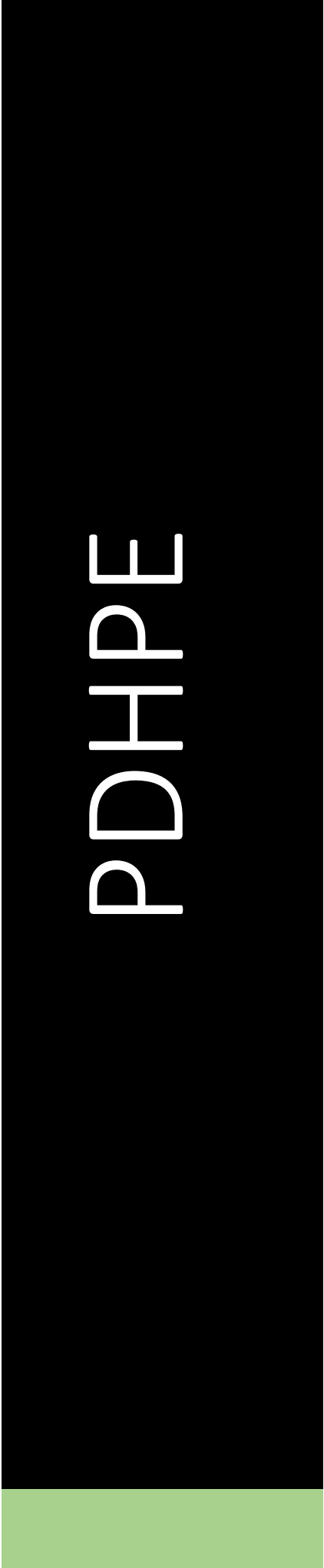
### Course outline:

Students in Year 7 accelerated undertake all the stage 4 course. The year 7 accelerated assessment is divided into 5 tasks.

Year 7 Mainstream					
Task	Topics	Examiner	Date	Description	Weight
1	Computation with Positive Integers	A Cladouhos	Term 1 Week 6	Written Test 45 minutes	10
2	Computation with Positive and Negative Integers Fractions and Percentages	H Nguyen	Term 2 Week 4	Written Test 45 minutes	20
3	Decimals Number Properties and Patterns	S Pham	Term 2 Week 9	Written Test 45 minutes	20
4	Algebraic Techniques Equations	D Nguyen	Term 3 Week 8	Written Test 45 minutes	20
5	<b><u>Yearly – All topics to date</u></b>	J Tien	Term 4 Week 5	Yearly 45 minutes	30

Year 7 Accelerated					
Task	Topics	Examiner	Date	Description	Weight
1	Computation of Integers	L Nguyen	Term 1 Week 6	Written Test 45 minutes	15
2	Fractions, Decimals and Percentages Ratios and Rates	L Nguyen	Term 2 Week 4	Written Test 45 minutes	20
3	Angle Relationships and Properties of Geometric Figures	B Ly	Term 2 Week 9	Written Test 45 minutes	15
4	Algebraic Techniques and Index Laws Equations and Inequalities	P Constantinidis	Term 3 Week 8	Written Test 45 minutes	20
5	<b><u>Yearly – All topics to date</u></b>	P Chau	Term 4 Week 5	Yearly 45 minutes	30

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



PDHPE

Personal  
Development  
Health &  
Physical  
Education

2025



## YEAR 7 - PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

**COURSE OUTLINE:** Encourages students to draw on their own and others' strengths, capacities, capabilities and resources to develop the knowledge, understanding, skills, values and attitudes they require to make healthy, safe and active choices to improve their own and others' health, safety, wellbeing and participation in physical activity. The knowledge, understanding, skills, values and attitudes students develop through movement in PDHPE will allow them to: develop an understanding of how and why we move and how we can improve physical performance and participate in ongoing physical activity across their lifespan to achieve positive health outcomes.

Syllabus link: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018>

Term	Week	Topic	Assessments	Outcomes	Date	Weighting
1	1- 11	This is Us	<b>Portfolio</b> Individual Task, ICT component.	PD4-6, PD4-7, PD4-8	Term 1 Week 9	20%
2	1-10	Stick It	<b>Practical Assessment</b> Group work collaboration, ICT component.	PD4-4, PD4-5, PD4-8, PD4-10, PD4-11	Term 2 Week 9	20%
3	1-10	Get Active	<b>Research Activity</b> Paired collaboration, ICT component.	PD4-2, PD4-3, PD4-15	Term 3 Week 8	20%
4	1-10	<i>All Topics</i>	<b>Final Yearly Examination</b> You are what u eat, Invasion games, this is us & get active.	PD4-2, PD4-3, PD4-6	Term 4 Week 3	30%

**NOTE:** There are 5 x 50 minutes periods per fortnight. Due dates for assessments are indicative and is subject to change. **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.**



## Year 7 PDHPE – Scope and Sequence

Term	Week	Topic	Assessments	Outcomes	Date	Weighting
1	1-11	Get Active	<b>Practical Assessment and Numeracy Assessment (Data Analysis)</b> Components of Health and Fitness and Applying strategies to enhance health, fitness, and wellbeing.	PD4-6, PD4-7 and PD4-8	Week 6	20%
2	1-10	You are what U eat	<b>Outcomes based assessment.</b> Assessed in Yearly Examination.	PD4-1, PD4-6, and PD4-7	Week 10	
2	1-10	Stick It	<b>Practical Assessment</b> Group work collaboration. ICT component.	PD4-4, PD4-5, PD4-8, PD4-10 and PD4-11	Week 9	20%
3	1-10	This is Us	<b>Research Task</b> Investigates effective strategies to promote inclusivity, equality, and respectful relationship.	PD4-2, PD4-3 AND PD4-15	Week 7	20%
3	1-10	Invasion Games	<b>Outcomes based assessment.</b> Assessed in Yearly Examination.	PD4-4, PD4-5, PD4-11	Week 10	
4	1-10	<i>All Topics</i>	<b>Final Yearly Examination</b> You are what u eat. Invasion games. This is us. Get active.	PD4-2, PD4-3, PD4-6	Week 3	30%
1-3	2 Quizzes per term	<i>All Topics</i>	<b>Numeracy and Literacy Quizzes (Online)</b>  (2 Quizzes per term)	PD4-1, PD4-2, PD4-3	Term 3 Week 10	10%

**NOTE:** There are 5 x 50 minutes periods per fortnight. Due dates for assessments are indicative and is subject to change.

### 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.*

SCIENCE

SCIENCE

2025



# 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
<b>Assignment (20%)</b> Science Skills and Life and Living	Term 1, Week 8	WS4 – WS9
<b>Half Yearly Exam (25%)</b> 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)
<b>Practical Exam (25%)</b>  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).
<b>Yearly Exam (30%)</b>  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 Overview 2025

SEMESTER ONE	
Term 1	Term 2
1	
2	Literacy
3	Literacy
4	Math & Accelerated      Science
5	Languages-research
6	Music Languages-research
7	
8	Languages-Listening & reading Languages: Speaking & Writing
9	Math & Accelerated      English      PDHPE Languages-Listening & reading Languages: Speaking & Writing
10	English
11	
Technology: assessments to be completed per class rotation of modules Geography task 2 and 3-ongoing	

SEMESTER TWO	
Term 3	Term 4
1	
2	English
3	Music      PDHPE
4	History      science
5	Languages-research      Math & Accelerated
6	Languages-research
7	
8	Languages-Listening & reading Languages: Speaking & Writing
9	Languages-Listening & reading Languages: Speaking & Writing
10	 <small>Scan this code to access the full document.</small>
11	
Technology: assessments to be completed per class rotation of modules History task 3 and 4-ongoing	

