



Stage 4

YEAR 7

ASSESSMENT BOOKLET

2021



YEAR 7

**SCOPE AND SEQUENCES AND ASSESSMENT
SCHEDULES**

2021

- 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 -2021

Creative and Performing Arts (CAPA)

2021



YEAR 7 MUSIC ASSESSMENT GRID

Course Outline: Students will gain a general experience in the study of Music. The repertoire used is varied and reflects students' needs, experiences, expectations, backgrounds and levels of musical development. The study of a range of musical contexts will provide a strong foundation for further musical development in the Music elective course.

Semester 1

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	Performance/Composition	Performance/Composition	Musicology	Performance
TASK DESCRIPTION	Compose 3 percussion pieces and perform it for the class (20%)	Buckets and Percussion progression mark (30%)	Composer Research Assignment (20%)	Keyboard progression mark (30%)
DATE	Term 1, Week 8	Ongoing Term 1	Due Date: Term 2, Week 3	Ongoing Term 2
OUTCOMES ASSESSED	4.1, 4.3, 4.4, 4.8, 4.11,4.12	4.1, 4.3, 4.4, 4.5, 4.8, 4.10,4.11,4.12	4.2, 4.4, 4.5, 4.6, 4.7, 4.10, 4.11, 4.12	4.1, 4.3, 4.4, 4.8, 4.11, 4.12

Semester 2

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	Performance	Musicology	Performance	Technology
TASK DESCRIPTION	Guitar/Ukulele Progression mark (30%)	Present a discussion based on an instrument its development and uses (30%)	Introduction to violins, viola, Cello and Double bass play open string pieces (20%)	Create a song using Garage Band software (20%)
DATE	Ongoing Term 3	Due date: Term 3, Week 10	Due date: Term 4, Week 4	Ongoing Term 4
OUTCOMES ASSESSED	4.1, 4.3, 4.4, 4.5, 4.8, 4.10, 4.11, 4.12	4.1,4.2, 4.3, 4.4, 4.7, 4.8,4.10, 4.11, 4.12	4.1,4.2,4.3,4.4,4.7,4.8, 4.10,4.11, 4.12	4.2, 4.4, 4.5, 4.6, 4.7, 4.10, 4.11, 4.12

Syllabus Link - http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/music_710_syllabus.pdf



Cabramatta High School -2021

Music Stage 4 Scope and Sequence

Course Outline: Students will gain a general experience in the study of Music. The repertoire used is varied and reflects students' needs, experiences, expectations, backgrounds and levels of musical development. The study of a range of musical contexts will provide a strong foundation for further musical development in the Music elective course.

Unit 1	Introduction to Music	
Duration	Term 1	
Outcomes	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12	
2 lessons/cycle with a focus on:	Tradition Notation (Time Signature, Rhythm, Treble & Bass Clef) Musical Note Lengths (Semibreve, Dotted Minim, Minim, Crotchet, Quaver) Concept of Music: Structure	Practical Focus (3 Lessons/Cycle): Percussion <ul style="list-style-type: none">• Bucket Drumming• Glockenspiels & Xylophones• Tuned and Untuned Percussion
1 lesson/cycle with a focus on:	Composition: 3 Rhythm Pieces, using Traditional Notation to be performed on Tuned and Un-tuned percussion instruments.	
Unit 2	Orchestral Music	
Duration	Term 2	
Outcomes	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12	
3 lessons/cycle with a focus on:	Composers Identifying Instrument Families Notation (Traditional forms, Treble & Bass Clef + Rhythm) Ledger Lines	Practical Focus (2 Lessons/Cycle): Keyboard <ul style="list-style-type: none">• Keyboard Progressions Book 1 Extension Students: <ul style="list-style-type: none">• Book 2
1 lesson/cycle with a focus on:	Technology (Learning the basics of Garageband Software in the creative process).	
Unit 3	Ukulele and Guitar Music	
Duration	Term 3	
Outcomes	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12	
2 lessons/cycle with a focus on:	Scoring for Ukulele, Guitar & Piano Notation (Traditional forms, Treble & Bass Clef + Rhythm) Traditional Notation vs. Modern Techniques History of Rock N' Roll (Progression of Rock from 1950's to Now) Biography & Listening exercises on The Beatles, Rolling Stones, Pink Floyd & Queen	Practical Focus (3 Lessons/Cycle): Ukulele/Guitar <ul style="list-style-type: none">• Count On Me - Bruno Mars; Hey Ho – The Lumineers; Love Is Easy – McFly• Smoke On The Water – Deep Purple, Iron Man – Black Sabbath, We Will Rock You – Queen
1 lesson/cycle with a focus on:	Research – Present a discussion based on an instrument, its development and its uses.	
Unit 4	String Instruments	
Duration	Term 4	
Outcomes	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12	
2 lessons/cycle with a focus on:	Characteristics of the String Family (Violin, Viola, Cello and Double Bass) Traits of String Ensemble and Quartet Definition of Chamber Music Contemporary examples of Chamber Music	Practical Focus (3 Lessons/Cycle): Violin <ul style="list-style-type: none">• Open String Violin Class Performance• Chamber Music Performance – Incorporating a combination of instruments studied.
1 lesson/cycle with focus on:	Technology – Creating a song using GarageBand software	



Cabramatta High School -2021

ENGLISH AND EAL/D FACULTIES

2021



English Faculty – Year 7 Assessment Schedule 2021

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	The World Around Me	Moral of the Story	Growing Up (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



The World Around Me	Tell Me a Story	The Moral of the Story is	Growing Up	Exploring Drama
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 5	Term 4, Week 6 to Term 4, Week 10
<p>Students explore their own lives and the lives of others through autobiographies, biographies and other texts to gain an understanding of the different perspectives individuals have of the world. Students should begin to develop their own views of their world and express this through writing in different text types; for example in an autobiographical recount.</p> <p>Students will respond to a variety of texts and reflect on qualities of the well-known/famous/respected people.</p>	<p>Students examine different forms and structures of narratives and complete a close study of a digital novel. Student's explore and create their own narratives and digital journals. Cross curriculum priorities will include literacy, critical and creative thinking and information and communication technology (ICT) and capability.</p>	<p>Students explore the ways that animals are represented in texts to illustrate the different behaviors and characteristics of humans. There will be a focus on animated film as an introduction to film techniques.</p>	<p>Students investigate the theme of Growing Up in poetic texts. They will study how language techniques are used to show the concept of growing up. Sustainability, ICT, creative thinking and personal and social capability will be central components of this unit.</p> <p>Students will compile a collection of their different types of poetry (anthology of poems).</p>	<p>Students explore the various components of dramatic texts. They will examine one or more forms of theatre such as Chinese theatre and melodrama. Asia and Australia's engagement with Asia and critical thinking will be the central components of this unit.</p> <p>Students will explore, create and perform dramatic texts.</p>
Outcomes Assessed: 1A, 3B, 4B, 5C, 6C, 7D, 8D, 9E	Outcomes Assessed: 1A, 2A, 3B, 4B, 6C, 7D, 9E	Outcomes Assessed: 2A, 4B, 5C, 8D, 9E	Outcomes Assessed: 1A, 3B, 5C, 7D, 9E	Outcomes Assessed: 1A, 3B, 4B, 7D, 8D, 9E
Text Type Focus: Non-fiction	Text Type Focus: Fiction	Text Type Focus: Film	Text Type Focus: Poetry	Text Type Focus: Drama



<p>Grammar and Punctuation: At least one lesson per fortnight should be set aside for grammar and punctuation with a focus on the following areas during this unit.</p> <ul style="list-style-type: none"> • Speaking and listening skills. <p>Spelling Students to be given one list per fortnight as part of their grammar and punctuation lesson. See attached lists.</p> <p>SRA At least one lesson per fortnight should be set aside for SRA during this unit. The 2IC and Literacy Representative will assist with initial set up and timetable.</p> <p>Metalanguage/Vocabulary See separate metalanguage program for requirements when teaching non-fiction.</p>	<p>Grammar and Punctuation: At least one lesson per fortnight should be set aside for grammar and punctuation with a focus on the following areas during this unit.</p> <ul style="list-style-type: none"> • Adjective and adverb phrases • Pronouns • Past and present tense • Prepositions <p>Spelling Students to be given one list per fortnight as part of their grammar and punctuation lesson. See attached lists.</p> <p>SRA SRA lessons during this unit can be replaced with reading comprehension tasks from past NAPLAN tests in preparation for NAPLAN. SRA can then continue as normal after NAPLAN.</p> <p>Metalanguage/Vocabulary See separate metalanguage program for requirements when teaching fiction.</p>	<p>Grammar and Punctuation: At least one lesson per fortnight should be set aside for grammar and punctuation with a focus on the following areas during this unit.</p> <ul style="list-style-type: none"> • Simple sentences • Singular/plural affirmatives • Capital letters and full stops • Statements and questions <p>Spelling Students to be given one list per fortnight as part of their grammar and punctuation lesson. See attached lists.</p> <p>SRA At least one lesson per fortnight should be set aside for SRA during this unit. The 2IC and Literacy Representative will assist with initial set up and timetable.</p> <p>Metalanguage/Vocabulary See separate metalanguage program for requirements when teaching film.</p>	<p>Grammar and Punctuation: At least one lesson per fortnight should be set aside for grammar and punctuation with a focus on the following areas during this unit.</p> <ul style="list-style-type: none"> • Commands • Modal verbs • First, second and third person • Word families and building words <p>Spelling Students to be given one list per fortnight as part of their grammar and punctuation lesson. See attached lists.</p> <p>SRA At least one lesson per fortnight should be set aside for SRA during this unit. The 2IC and Literacy Representative will assist with initial set up and timetable.</p> <p>Metalanguage/Vocabulary See separate metalanguage program for requirements when teaching drama.</p>	<p>Grammar and Punctuation: At least one lesson per fortnight should be set aside for grammar and punctuation with a focus on the following areas during this unit.</p> <ul style="list-style-type: none"> • Syllables • Subject and object • Subject verb agreement • Compound sentences <p>Spelling Students to be given one list per fortnight as part of their grammar and punctuation lesson. See attached lists.</p> <p>SRA At least one lesson per fortnight should be set aside for SRA during this unit. The 2IC and Literacy Representative will assist with initial set up and timetable.</p> <p>Metalanguage/Vocabulary See separate metalanguage program for requirements when teaching poetry.</p>
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Cabramatta High School -2021

HOME ECONOMICS & INDUSTRIAL ARTS

2021



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 2021

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 -2021

HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

2021



Cabramatta High School -2021

Human Society and its Environment (HSIE) Faculty: Year 7 Geography Scope and Sequence 2021

Term	Topic	Weeks	Content	Assessment Task	Date	Weight
1	Landscapes and Landforms (GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8)	1-2	Landscapes and Landforms	Assessment 1: Topic Examination Landscapes and Landforms	W8	35%
		3-4	Value of Landscapes and Landforms			
		5-6	Changing Landscapes			
		7-8	Landscape Management and Protection			
		9-11	Geomorphic Hazard			
	Place and Liveability (GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8)	1-2	Influences and Perceptions			
		3-4	Access to Services and Facilities			
		5-6	Environmental Quality	Assessment 2: Place and Liveability Research / Presentation (Part A (15%), Part B (15%), Part C (5%))	W6	35%
		7-8	Community	Class tasks This is an ongoing assessment It should include at 2 class tasks or a sequence of class tasks	Ongoing	20%
		9-10	Enhancing Liveability	Book Mark Books are to be marked twice in a semester (2x5%)	Ongoing	10%

Year 7 HSIE is made up of **7 x 50-minute** lessons per **fortnightly** cycle. The above dates of assessment tasks are APPROXIMATIONS and are subject to change. Skills to be taught; latitude and longitude, area and grid references, population pyramids, choropleth maps, BOLTS, straight line distance, bearings, direction, SPICESS (key concepts) and graphs.



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
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	History Skills Test 20%	Ancient Rome research task 30%	Examination 30%	Bookmark and Class assessment 20%
DATE	Term 1 Week 7	Term 2 Week 1	Term 2 Week 5 & 6	Term 1-2 ongoing
OUTCOMES ASSESSED	HT4-1, HT4-5, HT4-6, HT4-8	HT4-1, HT4-5, HT-6, HT4-7, HT4-9, HT4-10	HT4-2, HT4-3, HT4-4, HT4-5, HT4-6,	HT5-6, HT5-2, HT5-4

<http://syllabus.bos.nsw.edu.au/hsie/history-k10/>



Year 7 History – Scope and Sequence 2021

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 HT4-2, HT4-3, HT4-4, HT4-5, HT4-6	Week 7	35%
4	1-4	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	Week 2	35%
	5-10	The Asian world: <i>In-depth Study – Ancient China</i>	Class tasks Class assessment booklet It	ongoing	20%
			Bookmark Books are to be marked twice in a semester (2x5%)	ongoing	10%

Year 7 History is made up of **7 x 50-minute** lessons per **fortnightly** cycle. Skills include: interpreting timelines, statistical data and source based analysis.

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.



Cabramatta High School -2021

LANGUAGES

FACULTY

2021



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 4-8	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	Weeks 2-3	Weeks 4-5	Weeks 6-7	Weeks 8-10
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	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 -2021

MATHEMATICS

FACULTY

2021



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 MA41WM, 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 -2021

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 -2021

Personal Development Health and Physical Education (PDHPE)

2021



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
Week 1 2 3 4 5 6 7 8 9 10	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 (Theoretical Week 7) 25% Stick it/Moving with Skill (Practical - continuous) 25% Get Active (Theoretical - Week 6) 15% prac & 10% theory Yearly Exam (Theoretical/Practical - Week 2) 25%
Week 1 2 3 4 5 6 7 8 9 10			
Week 1 2 3 4 5 6 7 8 9 10	Get Active (PD4-6, PD4-7,PD4-8)	Who Dares Wins Invasion Games – Small target (Basketball, Netball, Korfball, Quidditch) (PD4-5, PD4-9, PD4-11)	
Week 1 2 3 4 5 6 7 8 9 10			



Cabramatta High School -2021

SCIENCE FACULTY

2021



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
Research 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)