YEAR 7 2025

Assessment Booklet

7

Contents

Eligibility for the ROSA

The NSW Education Standards Authority (NESA) Record of School Achievement (RoSA) is eligible to students who complete Year 10 but leave school before completing the Higher School Certificate. It is a cumulative credential that records the student's academic achievement up to the date they leave school.

To qualify for the RoSA, a student must have:

- Attended a government school, an accredited non-government school or a recognised school outside NSW
- Completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA
- Complied with all requirements imposed by the Minister or NESA
- Completed Year 10.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

Mandatory curriculum requirements

English	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of History and Geography in Stage 5.
Languages Other than English	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
Technological and Applied Studies	The Board's Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
Creative Arts	200 hours to be completed, consisting of the Board's 100-hour mandatory courses in each of Visual Arts and Music. It is the Board's expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health, and Physical Education	The Board's mandatory 300-hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10.

Responsibilities

Each student has the responsibility to:

- Understand NESA course requirements and procedures for each course of study
- Follow a pattern of study that meets their educational needs and not make any unapproved changes
- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook
- Provide written evidence of reason for absence from or late submission of formal assessment tasks
- Make a serious attempt at each task and act on constructive feedback
- Apply themselves with diligence and sustained effort to the set work and experiences provided in each course
- Submit work that is the student's own work, acknowledging sources which have been consulted and/or quoted

Schools have the responsibility to:

- Develop tasks that meet syllabus requirements in the course
- Publish scope, sequence and timing details of all tasks at the beginning of the assessment year
- Demonstrate an understanding of course content, objectives and outcomes
- Implement classroom assessment procedures according to school and NESA requirements
- Ensure that students have copies of all relevant course documents
- Provide parents/students with information that gives a true reflection of student progress
- Provide quality teaching and learning for year 7 students, establishing high expectations
- Ensure learning is based on current material and meets student/syllabus needs
- Identify students causing concern and employ strategies to support them and communicate with parents
- Provide strategies to support gifted and talented students
- Provide students with detailed feedback on their performance, in a timely manner.

The Lambton High School Assessment Policy has been designed to ensure:

- Open and accountable procedures for all students consistent with NESA requirements
- A fair and equitable environment in which each student can achieve individual excellence.

Student Assessment

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- Enables students to demonstrate what they know and can do
- Clarifies student understanding of concepts and promotes deeper understanding
- Provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- Be based on syllabus outcomes
- Be a valid instrument for what they are designed to assess
- Include criteria to clarify for students' what aspects of learning are being assessed
- Enable students to demonstrate their learning in a range of task types
- Be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- Be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- Enable students and teachers to use feedback effectively and reflect on the learning process
- Be inclusive of and accessible for all students
- Be part of an ongoing process where progress is monitored over time.

Assessment for, assessment as, assessment of learning

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Assessment for Learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- Reflects a view of learning in which assessment helps students learn better rather than just receive a better mark
- Involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- Includes clear goals for the learning activity
- Provides effective feedback that motivates the learner and can lead to improvement

- Reflects a belief that all students can improve
- Encourages self-assessment and peer assessment as part of the regular classroom routines
- Involves teachers, students and parents reflecting on evidence
- Is inclusive of all learners.

Assessment as Learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

Assessment as learning:

- Encourages students to take responsibility for their own learning
- Requires students to ask questions about their learning
- Involves teachers and students creating learning goals to encourage growth and development
- Provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- Encourages peer assessment, self-assessment and reflection.

Assessment of Learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching program or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- Is used to plan future learning goals and pathways for students
- Provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- Provides a transparent interpretation across all audiences.

Using these principles

The approach or approaches used will be informed by:

- The evidence of student learning to be gathered
- The processes for gathering the evidence
- The feedback to be provided to students.

For example, formal assessment provides an opportunity to collect evidence of student learning and may be used for grading and ranking purposes (assessment of learning) as well as informing feedback for students to improve their learning (assessment for learning).

Tasks

The assessment tasks used should be appropriate to the outcomes and components of the course being assessed, for example tasks could include assignments, fieldwork studies and reports, model making, oral reports, research projects, practical tests and open-ended investigations, viva voce, improvisations, arrangements, original compositions, portfolios, and presentations of performance. The syllabus provides guidance in relation to the types of tasks that are suitable. As a guide 3 to 4 Tasks per subject. Semesterised subjects such as Geography and History have 2 tasks per subject.

The assessment tasks should allow for a range of marks to allow for discrimination between the performances of individual students and be set at an appropriate level of difficulty that allows the full range of marks to be available.

Head Teachers are required to validate each task prior to distribution to students. All assessment tasks for a course should be completed by each candidate. The students will be required to acknowledge the receipt, submission and return of a task.

Teachers should assess the students' actual performance, not potential performance. Assessment marks must not be modified to account for the possible effects of illness or domestic situations. Students who indicate they are sick on the day of an assessment task should report to the Deputy Principal to discuss whether the student should sit the task and to discuss the required documentation for non-completion.

Notification

In addition to the information in this Year 7 Assessment Schedule Booklet, each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification Sheet a minimum of two weeks prior to the task that contains:

- The date and time of the task
- The weighting of the task
- The specific nature of the task
- An indication of the length of the task (word limits/time limits) if applicable
- The time allowed for the task if it is an in-class task
- The outcomes addressed by the task
- The marking criteria used for the task
- Administrative procedures for the collection of the task
- The amount of time that will be allocated during lessons if applicable
- Feedback procedures.

Additional information:

- The format of the notification must be on the agreed school proforma
- Students are required to acknowledge that they have received the assessment task notification
- If a student is absent on the day that a notification for an assessment task is issued to students, it is the responsibility of the student to speak to the teacher or Head Teacher to seek the location of the notification. Note: unless there are exceptional circumstances, an extension of time for the task will not be granted.

Assessment Schedule

This assessment booklet provides you with an assessment schedule for each of your courses. Each assessment schedule lists for each task: the approximate date (Term and Week), type of task, anticipated syllabus components, weightings, and outcomes to be assessed, as well as the school assessment weighting.

Submission of Assessment Tasks

NESA expects students to attempt all assessment tasks set. NESA requires all students to follow an assessment program and have an assessment mark submitted for all courses in which they are enrolled.

Submission of tasks at Lambton High School

It is the responsibility of students to ensure that they complete assessment tasks at the scheduled time and date or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date.

All hand in assessment tasks must be submitted in class as per the Assessment Notification. Hard copies (on paper) must be submitted to the class teacher unless specified otherwise on the Task Notification. Electronic assignments must be submitted on Canvas, or as directed on the Assessment Task Notification. Students have a responsibility to ensure:

- the correct electronic file is attached
- the file is not corrupt

Note: technology fault is not grounds for appeal.

Students should always keep a copy of assignments in multiple forms, ie. hard copy, a thumb drive portable disk, a hard drive and email a copy of the task to your school account. This will ensure technological problems (such as computer malfunction, power surge, loss of work, no printer ink) will not result in a loss of some or all of marks.

Assessments take precedence over most school activities, including excursions, competitions and sporting events. Under some circumstances an exemption may be granted, however it is the student's responsibility to inform their class teacher that they will be applying for an Illness/Misadventure prior to the due date.

Minimal homework is to be provided during the assessment period.

Dates for assessment tasks may vary according to the Assessment Plan. Students will be notified if changes become necessary.

Procedures for Task Administration

For separate classes completing the same course, Head Teachers are required to ensure:

- all students receive the same information to ensure consistency in the administration of the assessment task
- all students have the same examination conditions and experiences
- in subjects where more than one class exists, all tasks (or section of) will be marked corporately for consistency when required and against the marking rubric to ensure consistency.

During an assessment task, students must ensure their mobile phone is turned off and locked in their pouch and other wearable technology is removed and placed in their bag. Students who breach this rule may have a penalty imposed, such as a zero for the task.

Procedures for Late Submission and Task Non-Completion

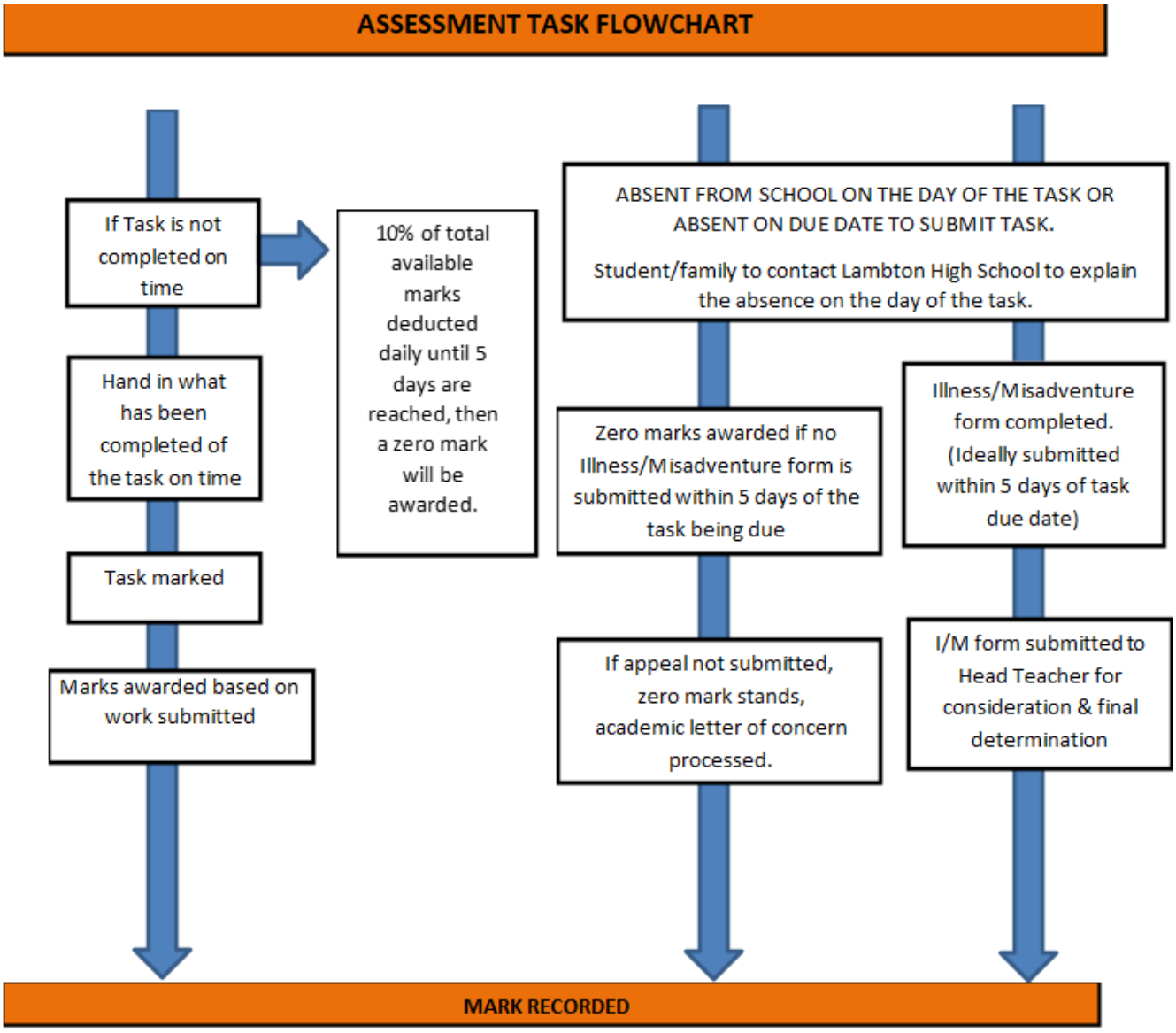
For students in Years 7-9 tasks handed in late will incur a **10% penalty of the full marks available per day for up to 5 days. After the 5th day a zero mark will be awarded**.

Where a student is absent on the due date:

- Where possible, if a written task is to be submitted on a due date or an in-class assessment performed, and the absence is known beforehand, the student must complete & submit the Illness/Misadventure Form (*available from the Year Group HomePage on CANVAS*) to the Faculty Head Teacher and plan for the task to be submitted, or completed, on or before time.
- Where the student has been absent on the day the assessment task was due and the task was not submitted by arrangement, due to illness/misadventure, the student must submit the task to their teacher on their first day of attendance accompanied by a submitted illness/misadventure form explaining reasons for the late submission of the task.
- Where a student is absent on the day of an in-class assessment, it is the responsibility of the student to see the Head Teacher of the relevant course on the first day of attendance after illness and to make alternative arrangements for completion of the assessment task. The student must be prepared to sit the task the first day back at school. An Illness/Misadventure Form must be submitted to support the Illness for the late completion of the assessment task.
- Where a student is absent on the day an assessment task is due or scheduled either for medical reasons or for any other reason, an Illness/Misadventure form must be submitted to the faculty Head Teacher to avoid any penalties being imposed for late submission of the task.
- Students will complete an alternative theory-based task if injury precludes them from completing practical assessment.
- Failure to follow the above procedures will result in parents being contacted
- Where a student is awarded an estimate mark for a missed task, the mark shall be developed at the discretion of the Head Teacher, considering such factors as course outcomes, course rank and individual performance in the course
- Under no circumstances does a suspension from school entitle a student to submit an assessment after the due date. If a student is on suspension from school at the time when an assessment item is due, it remains the student's responsibility to ensure the task is submitted on the due date. It is the student's responsibility to notify the Deputy Principal at the time of suspension that an assessment task is to be

completed in class over the period of suspension. Where appropriate, the student may be asked to complete the task on return from suspension.

Where there is no valid reason for not completing an assessment task, an N Warning (Year 9 and 10) or Academic Concern (Year 7 and 8) letter will be issued indicating the nature of the work not completed and the future action required of the student to redress the situation. The latter will also contain a rescheduled date for the submission of incomplete works.



Procedures for Illness / Misadventure Application

A submitted Illness/Misadventure form is used when an assessment task is:

- Not submitted on time
- Submitted incomplete
- During extra-ordinary circumstances.

It is the student's responsibility to submit a completed Illness/Misadventure form within five school days of the due date of the task, preferably upon first day of return to school. Relevant documentation (e.g. doctor's certificate, statutory declaration) should be attached to the Illness/Misadventure form where applicable.

Late Illness/Misadventure form may be considered but only in the event of exceptional circumstances.

Students cannot submit an Illness/Misadventure form based on:

- technology fault
- misreading the timetable or assessment schedule
- misreading assessment task or examination instructions
- illness once the assessment paper is opened during the reading time, or after the examination commences.

The Illness/ Misadventure form is considered by the Head Teacher (within policy guidelines). The Head Teacher may:

- uphold the appeal
- dismiss the appeal
- impose a penalty.

If the Head Teacher dismisses the appeal, the student has the option of requesting an Appeals Committee review.

The Appeals Committee shall be convened by the Year Group line managing Deputy Principal, and include the Head Teacher of another faculty and the Year Adviser.

The Appeals Committee may:

- uphold the appeal
- dismiss the appeal
- impose a penalty.

The committee should communicate the outcome of the appeal to the student. This could include an extension of time, a substitute task or an estimated mark.

Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own (including the unauthorised use of Artificial Intelligence)

- submitting work to which another person such as a parent, coach or subject expert has contributed substantially using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

To assist in the detection of malpractice, Lambton High School utilises a plagiarism detection program to maintain the integrity of student work. Where malpractice is detected a zero may be given for the entire task. The school may apply penalties at the discretion of the Principal. Where a student is present on the day of the task and truants in periods prior to undertaking the task, penalties may apply. A student penalised for malpractice has access to the appeals process.

Students are expected to conform to the highest standards of academic integrity and ethical scholarship. If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given.

In addition, if an assessment task reflects a non-serious or frivolous attempt it may be awarded zero. If this was to occur a student would also receive a Letter of Concern.

Disability Provisions

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that assessment tasks are accessible to students with disability. Disability provisions can be granted to students by the Principal if **relevant GP or Specialist documentation is provided** to the school.

Some students with disability will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. These may be:

- adjustments to the assessment process, for example scaffolded instructions, additional guidance provided, highlighted key-words or phrases, the use of specific technology, extra time in an examination
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

Provisions can include: small group, rest breaks, extra time, reader &/or writer, diabetic provisions, use of laptop & other. Provisions are only granted when the students' disability needs a practical arrangement to reduce the disadvantage in an exam situation. (e.g. a student experiencing anxiety for a formal speech can supply the school with a letter from the GP stating their anxiety & recommending a small group arrangement).

Making an Application

Parents wishing to apply for Disability Provisions for their son/daughter must supply a GP or Specialist documentation to the schools' Learning & Support Teacher (LaST). GP or Specialist documentation must not be older than one year.

The Learning and Support Teacher will coordinate special provisions for students and provide them with an alternate assessment timetable where appropriate.

Assessment Task / Examination Procedures

Students:

- must be prompt to the examination. Students should assemble outside the MPC or other designated venue
- are not permitted to leave the venue before the end of the examination
- must not talk once they have entered the examination venue
- will be directed where to sit
- must remove their watch and place it in clear view on the examination desk
- must not write, use any equipment including highlighters, or annotate examination paper in any way during reading time
- must read the instructions on the examination paper carefully as well as all questions
- write clearly, preferably with black pen
- write answers in the correct answer booklets
- must follow the supervisor's instructions at all times
- must behave in a polite and courteous manner towards the supervisors and other students
- must make a serious attempt at the examination
- will be dismissed by the supervising teacher.

If a student is absent on the day of a scheduled examination, they are to contact the Head Teacher as per the Illness/Misadventure Process.

Equipment Checklist for Examinations

What you should bring into your exam room:

- Black pens
- Pencils (at least 2B)
- Eraser
- Pencil sharpener
- Ruler (marked in mm and cm)
- Highlighters
- Bottle of water in a clear bottle.

What you cannot bring into your exam room:

- A mobile phone. Mobile phones are not permitted in an exam room under any circumstances
- A programmable watch, e.g. a smart watch
- Any electronic device (except a calculator where permitted). This includes mobile phones or other communication devices, organisers, tablets (e.g. iPads), music players or electronic dictionaries
- Paper or any printed or written material.
- Print dictionaries, except where permitted in language exams
- Correction fluid.

Calculators

Students may only use scientific calculators that appear on the NESA's list of approved scientific calculators. The list of approved scientific calculators, can be found at: https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators

Feedback

Teachers provide feedback to students to assist their learning. Feedback on tasks should be meaningful and provide students with an indication of their performance relative to the outcomes being assessed and their general progress. The wording of outcomes and the band descriptions can be used, where appropriate, for providing feedback to students.

Teachers are encouraged to make available work samples to students as a standards reference. Appropriate marking guidelines are devised prior to applying the task and certified by the Head Teacher.

For each assessment task students should receive clear feedback on their performance. This should include what they can do and what they need to do in order to improve their performance. This advice should indicate:

- Student attainments in the task relative to the outcomes
- Student relative positions within the course group
- Individual feedback (written or verbal) and group feedback by the teacher who marked the task (or section of).

Procedure for Reviewing the procedures

These procedures are reviewed annually by staff, students, and community representatives to ensure:

- the implementation of procedures which satisfy the requirements for the award of the ROSA
- it meets NESA rules and regulations including teaching the prescribed areas of study, electives and texts.

The review includes:

- Assessment Policy
- Assessment schedules.

Other relevant documents / sites

- https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home
- https://arc.nesa.nsw.edu.au/

Subject Contributions

The money paid in subject contributions is used to purchase materials and consumable items for each course. Contributions for Year 7 courses are included in the fees paid during the enrolment process.

Year 7 Assessment Plan

Week	Year 7 Term 1 – 2025				
1					
2					
3					
4					
5					
6	PDHPE Practical - LTMN	Technology IA			
7					
8 NAPLAN	*NAPLAN*	*NAPLAN*		*NAPLAN*	
9		Science		Music	
10	Technology AT	French	English	Music	History
11	Visual Art	French	English		
Week	**Term 2 – 2025**				
1					
2	Technology AT	Maths			
3		Technology IA		PDHPE Practical - AOB	
4	Visual Art – in class writing			History	
5					
6					
7					
8		PDHPE Theory			
9	French	Music		English	
10	French	Science			
Week	**Term 3 – 2025**				
1					
2					
3					
4	Maths				
5					
6					
7	PDHPE Practical	Geography			
8	Technology IA				
9	Technology AT	French			
10	Music	French			
Week	**Term 4 – 2025**				
1					
2	YEAR 7 YEARLY EXAMINATIONS				
3	TIMETABLE TO BE ISSUED WITH SUBJECT EXAMS				
4					
5					
6					
7					
8					
9					
10					

English – Stage 4

Course Description

Language and text shape our understanding of ourselves and our world. This allows us to relate with others, and contributes to our intellectual, social and emotional development. In English K–10, students study language in its various textual forms, which develop in complexity, to understand how meaning is shaped, conveyed, interpreted, and reflected.

Students engage with literature from Australia, including the rich voices of Aboriginal and Torres Strait Islander Peoples, and from across the world. These texts communicate in distinctive ways and are shaped by lived experiences, knowledge, cultures, and connections. By exploring historic and contemporary texts, representative of a range of cultural and social perspectives, students broaden their experiences and become empowered to express their identities, personal values and ethics.

Students develop foundational literacy skills in the early years and progressively build on these skills. This enables them to learn about and control language in a range of increasingly sophisticated contexts.

Through interrelated practices and experiences in understanding and creating texts, students learn about the power, purpose, value, and art of English. The development of these interconnected skills and understandings supports students to become confident communicators, critical and imaginative thinkers, and informed and active participants in society.

Course Outline

Year 7 English is a Stage 4 English Course which incorporates all aspects of the NSW English Syllabus. Students will complete an integrated study program on the concepts listed below. Each topic will incorporate skills-based lessons on punctuation, grammar, spelling, reading and writing. These skills allow students to develop their control of language in ways that will help them in lifelong learning, in their careers and in life.

Term 1: **Through the Window: Characterisation & Point of View**
Term 2: **Stand Up, Speak Out: Argument & Authority**
Term 3: **The Hero's Journey: Intertextuality & Genre**
Term 4: **The Digital Storyteller: Code and Convention**

Assessment Program (may vary with prior notification)			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Through My Window: Creative Writing	EN4-URA-01, EN4-RVL-01 EN4-URB-01, EN4-ECA-01	30%	Term 1, Week 10
Stand Up, Speak Out: Persuasive Writing	EN4-ECB-01, EN4-RVL-01 EN4-URB-01, EN4-URA-01 EN4-ECA-01	35%	Term 2, Week 9
The Heroes Journey: Analytical Writing	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01	35%	Term 4, Week 2

Course Outcomes

A student:
EN4-RVL-01: uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
EN4-URA-01: analyses how meaning is created through the use of and response to language forms, features and structures
EN4-URB-01: examines and explains how texts represent ideas, experiences and values
EN4-URC-01: identifies and explains ways of valuing texts and the connections between them
EN4-ECA-01: creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
EN4-ECB-01: uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

French

Course Fee $4

Course Description

Students will develop listening, speaking, reading and writing skills necessary for effective communication in French. They will explore the nature of languages as systems by making comparisons between English and French, as well as developing knowledge of French-speaking communities, thereby encouraging reflection on their own cultural heritage.

Course Outline

The course consists of 7 units:

1. About Me, About You
2. School Life
3. Sport
4. Eating and Drinking
5. Family and Celebrations
6. Leisure and Weather
7. Film Appreciation

Assessment Program (may vary with prior notification)			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Task 1: Application form, script, conversation	ML4-INT-01 ML4-UND-01 ML4-CRT-01	25%	Term 1 Week 10/11
Task 2: Menu, Review, Script, Profile, etc.	ML4-UND-01 ML4-CRT-01	25%	Term 2 Week 9/10
Task 3: Yearly Test consisting of Listening, Reading, Writing and Speaking activities based on topics covered.	ML4-INT-01 ML4-UND-01 ML4-CRT-01	50%	Term 3 Week 9/10

Course Outcomes

The outcomes students are working towards are:

ML4-INT-01 exchanges information and opinions in a range of familiar contexts by using culturally appropriate language

ML4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding

ML4-CRT-01 creates a range of texts for familiar communicative purposes by using culturally appropriate language

Geography

Course Description

Students explore landscapes and landforms using examples from Australia and throughout the world. They explain processes that create landscapes and shape individual landforms and they describe the value of landscapes and landforms to different people. Students examine issues of landscape degradation and ways to manage and protect landscapes and landforms. Students also investigate a natural hazard associated with landscapes and people's responses to that hazard.

Students discuss factors that influence people's perceptions of the liveability of places. They investigate features and characteristics of places across a range of scales that support and enhance people's wellbeing such as community identity, environmental quality and access to services and facilities. Students assess the liveability of places and propose strategies to enhance the liveability of a place in Australia.

Course Outline

Landscapes and Landforms:

- Various landscapes and landforms
- The value of landscapes and landforms
- Changing landscapes and landforms
- Management and protection of landscapes and landforms
- Geomorphic hazards

Place and Liveability:

- Why do people's perceptions of the liveability of places vary?
- What effect does environmental quality and access to services have on people's wellbeing?
- How can strong community identity and social connectedness enhance the liveability of places?
- What approaches can be used to improve the liveability of places?

Geographical Tools: Integrated through both terms

The course will include the use of geographical tools such as maps; graphs, statistics; spatial technologies; visual representations and fieldwork.

A full copy of the Geography syllabus can be viewed at: https://syllabus.nesa.nsw.edu.au/hsie/geography-k10/

Course Outcomes

GE4-1 locates and describes the diverse features and characteristics of a range of places and environments
GE4-2 describes processes and influences that form and transform places and environments
GE4-3 explains how interactions and connections between people, places and environments result in change
GE4-4 examines perspectives of people and organisations on a range of geographical issues
GE4-5 discusses management of places and environments for their sustainability
GE4-6 explains differences in human wellbeing
GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry
GE4-8 communicates geographical information using a variety of strategies

Assessment Program (may vary with prior notification)			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Task 1: Geographical Report (In-Class)	GE4-2, GE4-8	60%	Term 3, Week 7
Task 2: Skills and Coursework Examination (In-Class)	GE4-1, GE4-7	40%	Term 4, Week 2

Specific Subject Requirements

- Skills work requires a pencil, eraser, clear plastic ruler and protractor.

History

Course Description

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It allows students to locate and understand themselves and others in the continuum of human experience up to the present. History provides opportunities for students to explore human actions and achievements in a range of historical contexts. Students become aware that history is all around us and that historical information may be drawn from the physical remains of the past as well as written, visual and oral sources of evidence.

Course Outline

Term 1: The Ancient World: Topics of study include an Overview of the Ancient World, Investigating the Ancient Past

Term 2: The Mediterranean World (Egypt) and The Asian World (China)

Course Outcomes

HT4.1 describes the nature of history and archaeology and explains their contribution to an understanding of the past
HT4.2 describes major periods of historical time and sequences events, people and societies from the past
HT4.3 describes and assesses the motives and actions of individuals and groups in the context of past societies
HT4.4 describes and explains the causes and effects of events and developments of past societies over time
HT4.5 identifies the meaning, purpose and context of historical sources
HT4.6 uses evidence from sources to support historical narratives and explanations
HT4.7 identifies and describes different contexts, perspectives and interpretations of the past
HT4.8 locates, selects and organises information from sources to develop an historical inquiry
HT4.9 uses a range of historical terms and concepts when communicating an understanding of the past
HT4.10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past

Assessment Program (may vary with prior notification)			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Task 1: Examination - Writing Skills (In-Class)	HT4.1, HT4.5, HT4.6, HT4.8, HT4.9, HT4.10	60%	Term 1, Week 10
Task 2: Examination - Source Analysis Skills (In-Class)	HT4.2, HT4.3, HT4.5, HT4.9	40%	Term 2, Week 4

Mathematics – Stage 4

Subject Contribution $15

Course Description

The aim of Mathematics K–10 is to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives.

Course Outline

The syllabus structure illustrates the important role Working mathematically plays across all areas of mathematics and reflects the strengthened connections between concepts. Working mathematically has been embedded in the outcomes, content and examples of the syllabus.

Mathematics K–10 outcomes and their related content are organised in:

- Number and algebra
- Measurement and space
- Statistics and probability

The Working mathematically processes present in the Mathematics K–10 syllabus are:

- communicating
- understanding and fluency
- reasoning
- problem solving.

Students learn to work mathematically by using these processes in an interconnected way. The coordinated development of these processes results in students becoming mathematically proficient.

When students are Working mathematically it is important to help them to reflect on how they have used their thinking to solve problems. This assists students to develop ‘mathematical habits of mind’ (Cuoco et al. 2010).

Students need many experiences that require them to relate their knowledge to the vocabulary and conceptual frameworks of mathematics.

Outcomes

MAO-WM-01 - Working Mathematically develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly

MA4-INT-C-01 - compares, orders and calculates with integers to solve problems

MA4-ALG-C-01 - generalises number properties to operate with algebraic expressions including expansion and factorisation

MA4-FRC-C-01 - represents and operates with fractions, decimals and percentages to solve problems

MA4-LEN-C-01 - applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems

MA4-PRO-C-01 - solves problems involving the probabilities of simple chance experiments

MA4-ARE-C-01 - applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems

MA4-ANG-C-01 -applies angle relationships to solve problems, including those related to transversals on sets of parallel lines

MA4-GEO-C-01 - identifies and applies the properties of triangles and quadrilaterals to solve problems

MA4-DAT-C-01 -classifies and displays data using a variety of graphical representations

Assessment Program (may vary with prior notification)			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Semester One Examination (written exam)	Term 1 & 2 topics	35%	Term 2 Week 2
Term 3 Assessment Task (written exam)	Term 2 & 3 topics	30%	Term 3 Week 4
Semester Two Examination (written exam)	Term 3 & 4 topics	35%	Term 4 Week 2/3

Specific Subject Requirements

- Students MUST bring a calculator to each Mathematics lesson.
- Students MUST bring all necessary equipment to each class.
- Students should bring a device each lesson

Music

Subject Contribution $10

Course Description

Music involves the study of the Concepts of Music through Performing, Composing and Listening within the context of a range of styles.

Course Outline

At the end of the Year 7 Music course, students will be able to:

- Perform pieces on tuned and untuned percussion & other instruments
- Explore, experiment, improvise, arrange and compose using a variety of sound sources
- Notate compositions using traditional notation
- Interpret different forms of notation & use different types of technology
- Experiment with computer-based technologies to create compositions
- Listen, observe, discuss and respond in oral and written form to a range of repertoire and to how composers have used the concepts of music in their works

Outcomes

4.1 performs in a range of musical styles demonstrating an understanding of musical concepts
4.2 performs music using different forms of notation and different types of technology across a broad range of musical styles
4.3 performs music selected for study demonstrating solo and/or ensemble awareness
4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
4.5 notates compositions using traditional and/or non-traditional notation
4.6 experiments with different types of technology in the composition process
4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording
4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
4.9 demonstrates musical literacy through the use of notation, terminology and the reading and interpreting of scores used in the music selected for study
4.10 identifies the use of technology in the music selected for study, where appropriate
4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of all music

Assessment Program (may vary with prior notification				
Timing	**Term 1 Week 8/9/10**	**Term 2 Week 9**	**Term 3 Week 10**	**Term 4 Week 2**
Components	**Arrangement 30%** **Performance 10%** 4.4, 4.5, 4.6	**Listening 10%** 4.7, 4.8, 4.9, 4.10	**Performance 30%** 4.1, 4.2, 4.3	**Listening 20%** 4.7, 4.8, 4.9, 4.10
Total Weighting	**40%**	**10%**	**30%**	**20%**

PDHPE

Subject Contribution $5

Course Description

Personal Development, Health and Physical Education (PDHPE) contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practice 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. PDHPE promotes the value of physical activity in their lives.

Course Outline

Theory Units

7.1 Mission Transition
7.2 Objective: Protective
7.3 Building a Wealth of Health

Practical Units

- Initiative Games
- Gross Motor Skills (Throwing/Catching, Striking, Kicking and Shooting)
- Gymnastics (Floor Work)
- Aquatics
- Games Units (Volleyball, Netball, Touch Football and Mod-ball)

Outcomes

Theory

PD4 – 1 Examines and evaluates strategies to manage current and future challenges
PD4 – 3 Investigates effective strategies to promote inclusivity, equality and respectful relationships
PD4 – 7 Investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
PD4 – 8 Plans for and participates in activities that encourage health and a lifetime of physical activity
PD4 – 10 Applies and refines interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

Practical

PD4 – 4 Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
PD4 – 10 Applies and refines interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
PD4 – 11 Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

Assessment Program (may vary with prior notification)			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Task 1: Design and perform a gymnastics floor routine (Practical Task)	PD4 – 11	30%	Term 1 – Week 6 (LMNT) Term 2 – Week 3 (ABOH)
Task 2: Mission Transition Task	PD4 – 1 PD4 – 10	40%	Term 2 – Week 8
Task 3: Gross Motor Skills Testing (Practical Task)	PD4 – 4	30%	Term 3 – Week 7

Science

Subject Contribution $5

Course Description

The Science course is structured to develop;

- interest in and enthusiasm for science, as well as an appreciation of its role in finding solutions to contemporary science-related problems and issues
- knowledge and understanding of the nature and practice of scientific inquiry, and skills in applying the processes of 'Working Scientifically'
- scientific knowledge of and about phenomena within the natural world and the application of their understanding to new situations and events
- appreciation of the development and dynamic nature of scientific knowledge, its influence in improving understanding of the natural world and the contribution of evidence-based decisions in informing societies' use of science and technology

Course Outline

Throughout the year students will undergo a study of the following:

- Term 1- Chemical World: CW1 and CW2
- Term 2 - Physical World: PW 1 and PW 2
- Term 3 - Living World: LW1 and LW2
- Term 4 - Earth & Space: ES 1 and ES 2

Outcomes

The stage 4 course is broken into:

1. **Knowledge and Understanding with the following objective**: Develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science
2. **Skills:** develop knowledge, understanding of and skills in applying the processes of Working Scientifically
3. **Values and Attitudes:**
   i. develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future
   ii. develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens

Assessment Program (may vary with prior notification)			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Topic Test	SC4-6WS, SC4-7WS, SC4-9WS	35%	Term 1 - Week 9
Literacy & Numeracy Task (In-Class)	SC4-8WS, SC4-CW16, SC4-10PW	35%	Term 2 - Week 10
Yearly Examination (45 Minutes)	SC4-5WS, SC4-8WS, SC4-14LW, SC4-16CW, SC4-10PW	30%	Term 4 - Week 2/3

Technology Mandatory – Applied Technology

Subject Contribution $30

Course Description

The Material Technologies context focuses on the application of specialist skills and techniques to a broad range of traditional, contemporary and advancing materials.

Course Outline

Students will design and create a textile product to help create a homely interior, taking careful consideration into protecting our earth. As a component of the project, time will be spent investigating and demonstrating the nature of textile technologies, materials, tools, techniques and sustainable practices.

Outcomes

TE4-1DP Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities

TE4-2DP Plans and manages the production of designed solutions

TE4-3DP Selects and safely applies a broad range of tools, materials and processes in the production of quality projects

TE4-9MA Investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions

TE4-10TS Explains how people in technology related professions contribute to society now and into the future

Assessment Program (may vary with prior notification)			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Progressive Design Folio	TE4-1DP, TE4-2DP	50%	Term 2 – Week 2 Term 4 – Week 2
Design Testing (sample work)	TE4 – 3DP	50%	Term 1 – Week 10 Term 3 – Week 9

Technology Mandatory – Industrial Arts: Mono Amplifier

Subject Contribution $40

Course Description

The aim of the Technology Mandatory course is to develop student's ability to design, produce and evaluate quality solutions that respond to identified opportunities and needs. It enables students to justify solutions and to use and select materials, tools, and techniques responsibly, safely and creatively.

Students will study Products and focus on Industrial Design for 20 weeks.

Course Outline

Students will develop knowledge, understanding and appreciation of the skills in Digital Technology and Engineered Systems. They will develop techniques and competence in the development of a Digital Technology and Engineered systems design projects.

Outcomes

TE4-1DP Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities

TE4-2DP Plans and manages the production of designed solutions

TE4-3DP Selects and safely applies a broad range of tools, materials and processes in the production of quality projects

TE4-7DI Explains how data is represented in digital systems and transmitted in networks

TE4-10TS Explains how people in technology related professions contribute to society now and into the future

Assessment Program (may vary with prior notification)			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Research Task: Digital V Analog	TE4-7DI, TE4-10TS	25%	Term 1 Week 6 Term 3 Week 8
Design Portfolio	TE4-1DP, TE42DP	45%	Term 2 Week 3* Term 4 Week 3*
Final Project Marking	TE4-1DP, TE4-2DP, TE4-3DP	30%	Term 2 Week 3* Term 4 Week 3*

*Reports open week 3 but due week 5.

Visual Arts

Subject Contribution $30

Course Description

Visual Arts involves the making and studying of artworks within the context of their world and exploring themes from the following topic areas: Identity and Culture.

Course Outline

At the end of the Year 7 Visual Arts course, students will be able to:

- Make artworks using a range of 2D and 3D forms
- Make artworks using a range of materials and techniques
- Use diaries to demonstrate developing skills in documenting the investigation of their world and reflection of learning
- Produce completed artworks for exhibition and display
- Examine artworks for meaning
- Apply different points of view to interpret and explain art works

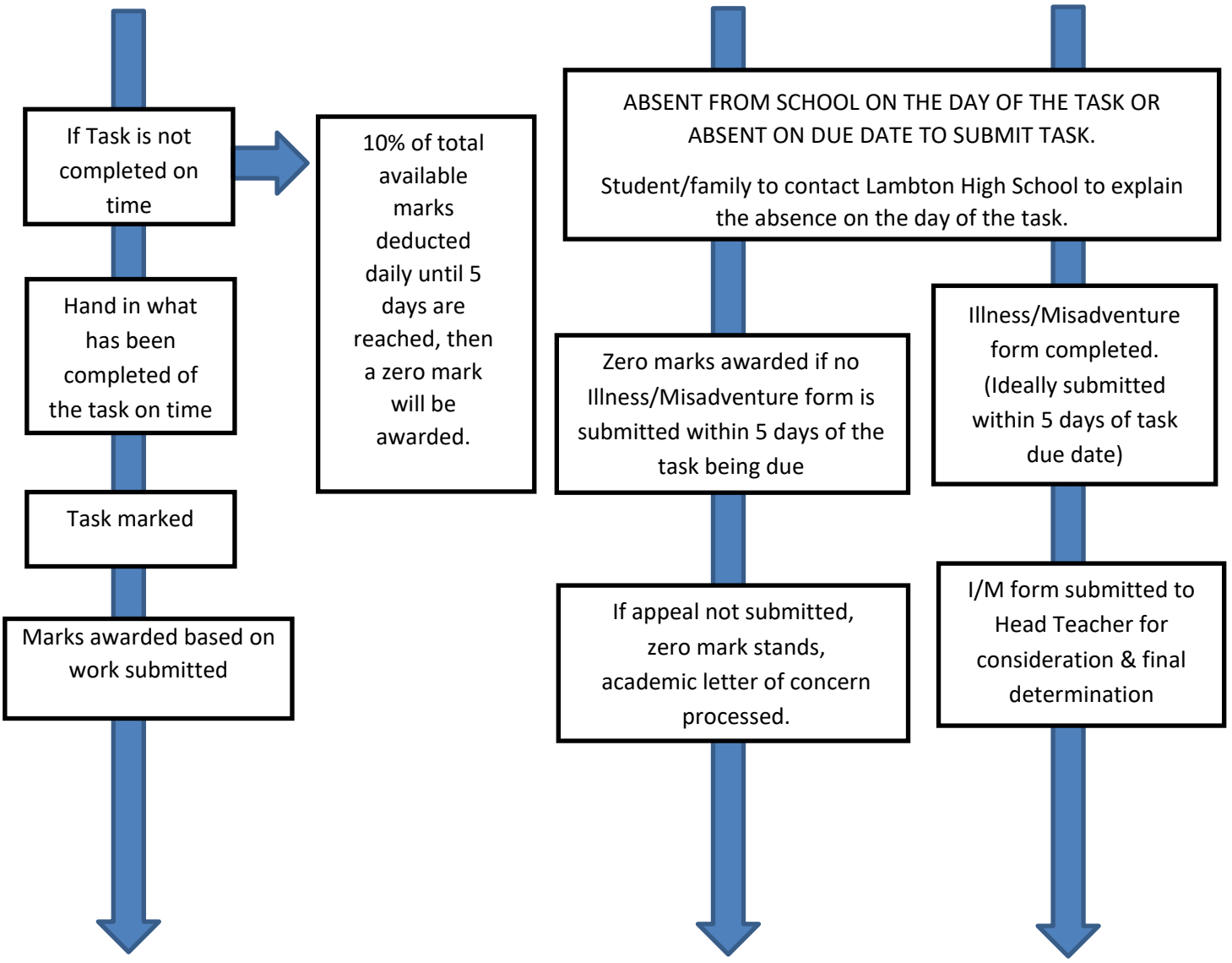
Outcomes

4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks
4.2 explores the function of and relationships between artist-artwork-world-audience
4.3 makes artworks that involve some understanding of the frames
4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
4.5 investigates ways to develop meaning in their artworks
4.6 selects different materials and techniques to make artworks
4.7 explores aspects of practice in critical and historical interpretations of art
4.8 explores the function of and relationships between the artist-artwork-world-audience
4.9 begins to acknowledge that art can be interpreted from different points of view
4.10 recognises that art criticism and art history construct meanings

Assessment Program (may vary with prior notification)			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Task 1: Visual Arts Process Diary	4.1, 4.2, 4.5	*VAPD 25%*	Term 1 Week 11
Task 2: Writing Task- In class writing task, relating to The Frames.	4.9, 4.10	*CHS 30%*	Term 2 Week 4
Task 3: Body of Work #2 - Practical Tasks	4.3, 4.4, 4.6	*BOW 45%*	Term 4 Week 2

Appendices

ASSESSMENT TASK FLOWCHART



MARK RECORDED

MISSED ASSESSMENT TASK
DUE TO ILLNESS OR MISADVENTURE

Years 7 – 9

Lambton High School has a process in place to support all students who experience illness or misadventure in relation to assessment tasks. It is important that all students and families familiarise themselves with the illness/misadventure process. See the flow chart below.

Notify School of absence: Notify Lambton High School by telephone (02) 4952 3977 on the day of the assessment task to ensure an **explained absence** is recorded against the student's name to support the illness/misadventure.

Assessment Task Appeal: At the start of the school day upon returning to school visit the faculty Head Teacher/Classroom Teacher to submit your **signed and dated Illness/Misadventure form (template page 34/35) from your parent/guardian** explaining your absence on the date of the task.

Letter Evidence: The letter must contain **acceptable evidence/reasons** for the absence/s that covers the day of the assessment task and all other absences until the task is completed. Visit pages 9/10 of this booklet (**Procedures for Illness/Misadventure Letters**).

Assessment Task Completion: Be prepared to sit or submit the task **on the day of return to school or as negotiated with your classroom/Faculty Head Teacher.**

To be completed online

Year 7 Illness / Misadventure Application

Lambton High School

Student Details

Student Name *	Your name.
Student Email Address *	@education.nsw.gov.au
Year Group *	

Assessment Task Information

Faculty of Assessment Task Class *	Select faculty
Date of Assessment Task *	DD/MM/YYYY
Classroom Teacher *	E.G - Mr Mitten
Subject Name *	E.G - English Standard
Task Type *	

Reasoning

Please provide more information about your illness or misadventure circumstances.

Please note that these items are not grounds for misadventure:

- Technology failure.
- Failure to remember due date.
- Workplace commitments

Reasoning *	Provide some background on the circumstances here.
Supporting Documentation	Select file ... Browse ... Please upload any justification or evidence as required.

Outcome

What do you expect to happen as a result of submitting this form?

Outcome *	Outcome

Signature

Sign here to declare all information you have provided is truthful and correct. *

Please sign in the box above using your mouse or finger (on mobile devices) - Reset