

# Mosman High School



## Year 7 Assessment Guidelines 2025

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## ASSESSMENT GUIDELINES

### GENERAL POLICY

1. Assessment period:

The assessment period begins at the start of Term 1 and finishes at the end of Term 4, 2025.

2. Reporting to students and parents:

- As each assessment task is completed students will receive full and detailed information regarding their performance in the task.
- Parents will receive two written reports. The first at the end of semester one and the second at the end of semester two.

### SCHOOL ASSESSMENT

The school's assessment is intended to provide an indication of a student's attainment which is based on:

1. a wider range of syllabus objectives than is measured by examinations
2. measures and observations obtained throughout the course.

The assessments are intended to measure students' progress relative to syllabus outcomes.

Students will be given a clear assessment outline in writing at least two weeks prior to an assessment task.

### RULES AND PROCEDURES

1. No marks will be given for assessment tasks that are not received by the due date and time.
2. Anyone attempting to cheat will have their task cancelled and will be awarded zero.
3. Students found to be attempting to cheat will have their parents contacted by the Head Teacher concerned.
4. Assessments prepared at home will be due to the subject teacher during the subject period timetabled for that day.
5. Assessments submitted in periods after the scheduled subject period may be awarded zero.
6. **Illness/Misadventure** - If a student is ill, or owing to reasons of genuine misadventure, is unable to attend on the day of an in-class assessment task, parents are asked to notify the school by telephone **by 9am of that day**.
7. If a student fails to complete an assessment task by the due date through illness, then they must produce a note or medical certificate so as not to incur a penalty and to have an extension of time granted. In all other situations it will be up to the discretion of the Head Teacher to determine whether an extension of time will be granted.
8. The missed assessment task must be submitted or attempted on the day the student returns to school.

### CONDUCT DURING ASSESSMENT TASKS

Assessment tasks completed during class hours involve the normal rules applicable to formal external examinations. Refer to "Conduct during the Examination" below. The completion of Year 7 is conditional upon satisfactory attendance, application and completion of course requirements.

## EXAMINATION PROCEDURES

### COMPLETION OF COURSE REQUIREMENTS

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

1. followed the course developed or endorsed by NSW Education Standards Authority (NESA); and
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
3. achieved some or all of the course outcomes.

Students who have not complied with the above requirements should be regarded as not having satisfactorily completed the course. An interview with the Principal may occur to discuss the student's progress.

### EXAMINATION DATES AND TIMES

Students are expected to note the time of examinations and be ready to participate 15 minutes before the scheduled time.

### EQUIPMENT FOR THE EXAMINATION

Before the examination, it is the student's responsibility to clarify:

- a) equipment that should be provided by the student
- b) items which will be provided by the exam supervisor

**It is the responsibility of the student to make sure this information is obtained**

1. The teacher may inspect any equipment brought into the examination room.
2. Only approved calculators may be used.
3. It is not permitted to borrow equipment during examinations.

### CONDUCT DURING THE EXAMINATION

1. A student must follow the day-to-day rules of the school when sitting for examinations.
2. A student must follow the supervisor's instructions at all times and must behave in a polite and courteous manner towards the supervisors and other students.
3. A student must NOT:
  - a) eat in the examination room
  - b) speak to any person other than the teacher during an examination
  - c) behave in a way likely to disturb the work of any other students or upset the conduct of the examination
  - d) take a mobile phone or communications device into the examination room.
4. If these rules are not followed, or if a student cheats in the examinations in any way, they will be reported to the Principal and may be removed from the examination room and receive zero for the task.

## MANDATORY

### ENGLISH

#### Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 - Week 7	20	Imaginative writing	EN4-URA-01 EN4-ECA-01 EN4-ECB-01	People and Place
2. Term 2 - Week 4	30	Imaginative and Reflective	EN4-URB-01 EN4-ECA-01 EN4-ECB-01	Poetry
3. Term 3 – Week 2	30	Critical	EN4-RVL-01 EN4-URA-01 EN4-URB-01	Fiction
4. Term 3 – Week 10	20	Multimodal	EN4-RVL-01 EN4-URB-01 EN4-ECC-01	Introduction to Shakespeare
5. Term 4 – Week 7	Formative	Persuasive		Non-fiction
<b>Total</b>	100			

<https://curriculum.nsw.edu.au/learning-areas/english-k-10-2022/outcomes>

### ENGLISH – OBJECTIVES AND OUTCOMES

#### Reading, viewing and listening to texts:

EN4-RVL-01 Uses a range of personal, creative and critical strategies to read texts that are complex in their ideas

#### Understanding and responding to texts:

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

#### Expressing ideas and composing texts:

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

**HISTORY/GEOGRAPHY**

**Assessments 2025**

Task Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 – Week 5	20	Skills Test	HT4-1, HT4-2, HT4-4, HT4-5, HT4-7	History Sources and Skills The Ancient World
2. Term 2 – Week 3	30	Travel Journal	HT4-3, HT4-6, HT4-8, HT4-9, HT4-10	The Ancient World Case Studies: Egypt and China
3. Term 3 – Week 8	25	Sustainable City Project	GE4-3, GE4-5, GE4-8	Place and Liveability
4. Term 4 – Week 4	25	Group Research	GE4-2, GE4-7, GE4-9	Water in the World
<b>Total</b>	<b>100</b>			

<b>HISTORY – OBJECTIVES AND OUTCOMES</b>	<b>GEOGRAPHY – OBJECTIVES AND OUTCOMES</b>
<b>HT4-1</b> describes the nature of history and archaeology and explains their contribution to an understanding of the past	<b>GE4-1</b> identifies and gathers geographical information
<b>HT4-2</b> describes major periods of historical time and sequences events, people and societies from the past	<b>GE4-2</b> organises and interprets geographical information
<b>HT4-3</b> describes and assesses the motives and actions of past individuals and groups in the context of past societies	<b>GE4-3</b> uses a range of written, oral and graphic forms to communicate geographical information
<b>HT4-4</b> describes and explains the causes and effects of events and developments of past societies over time	<b>GE4-4</b> uses a range of geographical tools
<b>HT4-5</b> identifies the meaning, purpose and context of historical sources	<b>GE4-5</b> demonstrates a sense of place about global environments
<b>HT4-6</b> uses evidence from sources to support historical narratives and explanations	<b>GE4-6</b> describes the geographical processes that form and transform environments
<b>HT4-7</b> identifies and describes different contexts, perspectives and interpretations of the past	<b>GE4-7</b> identifies and discusses geographical issues from a range of perspectives
<b>HT4-8</b> locates, selects and organises information from sources to develop an historical inquiry	<b>GE4-8</b> describes the interrelationships between people and environments
<b>HT4-9</b> uses a range of historical terms and concepts when communicating an understanding of the past	<b>GE4-9</b> describes differences in life opportunities throughout the world
<b>HT4-10</b> selects and uses appropriate oral, written, visual and digital forms to communicate about the past	<b>GE4-10</b> explains how geographical knowledge, understanding and skills combine with knowledge of civics to contribute to informed citizenship.

## LANGUAGES

In Year 7, students will complete a “taster” course introducing them to the basics of Chinese, French, Italian and Japanese on a rotation basis. Teach ‘taster’ course provides a foundation for language learning, fostering a sense of curiosity and cultural awareness among students as they embark on their language education journey at MHS. In addition, the “taster” course allows students to make an informed choice about their language preference for Year 8.

### Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 – Week 8	30	Dialogue, role play or interview with teacher or a peer and/or a written task incorporating one or more skills.	ML4- INT-01 ML4-UND-01 ML4-CRT-01	Interacting Understanding texts Creating texts
2. Term 2 – Week 2	20	Language Task incorporating one or more language skills	ML4- INT-01 ML4-UND-01 ML4-CRT-01	Interacting Understanding texts Creating texts
3. Term 3 – Week 8	30	Dialogue, role play or interview with teacher or a peer and/or a written task incorporating one or more skills.	ML4- INT-01 ML4-UND-01 ML4-CRT-01	Interacting Understanding texts Creating texts
4. Term 4 – Week 2	20	Language Task incorporating one or more language skills	ML4- INT-01 ML4-UND-01 ML4-CRT-01	Interacting Understanding texts Creating texts
<b>Total</b>	<b>100%</b>			

## LANGUAGES – OBJECTIVES AND OUTCOMES

A student:

- 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

## MATHEMATICS

The purpose of assessment is to gather valid, reliable and useful information about student learning in order to monitor student achievement, guide teaching and learning opportunities, and to provide ongoing feedback to students to improve learning. In addition to the formal assessments outlined below, maths students will be provided with opportunities to demonstrate their learning through a variety of assessment activities, including assignments, as part of an ongoing process. Teachers will use a range of assessment strategies, both formal and informal, to plan for, and to gather evidence of student learning. Examples include diagnostic tests, topic tests, mini quizzes, assignments etc. These may be used for semester reports.

### Assessments 2025

Task Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 – Week 6	10	Assignment	MA4 –INT-C-01 MAO –WM- 01	Computation with integers
2. Term 2 – Week 2	30	Written Task	MAO-WM-01 MA4-INT-C-01 MA4-IND-C-01	Computation with integers Indices
3. Term 3 – Week 3	30	Written Task	MAO-WM-01 MA4-FRC-C-01 MA4-ALG-C-01 MA4-LEN-C-01	Fractions, Decimals and Percentages Algebraic techniques Length
4. Term 4 – Week 5	30	Written Task	MAO-WM-01 MA4-LIN-C-01 MA4-EQU-C-01 MA4-ANG-C-01	Linear relationships Equations Angle relationships
<b>Total</b>	<b>100</b>			

## MATHEMATICS – OBJECTIVES AND OUTCOMES

The stage 4 outcomes in the mathematics course are divided into the following strands:

1. Working Mathematically
2. Number and Algebra
3. Measurement and Space
4. Statistics and Probability.

For more detailed information on the stage 4 content and outcomes, refer to the NSW Education Standards Authority

website: <https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k10-2022/overview>



## MUSIC

### Assessments 2025

Task Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 - Weeks 7- 8	30	Stomp Body Percussion: Part A: Composition Part B: Performance	MU4-COM-01 MU4-PER-01	Composition and Performance
2. Term 2 - Week 3 – 4	20	Musicology Examination: Students will complete a theoretical examination	MU4-LIS-01	Musicology
3. Term 3 - Weeks 7 - 8	25	Music and the Media (Art Music): Composition	MU4-COM-01	Jingle Composition
4. Term 4 - Week 4	25	Australian Music: Performance	MU4-PER-01	Ukulele Performance
Total	100			

COMPONENT	TERM 1	TERM 2	TERM 3	TERM 4
PERFORMANCE	15			25
COMPOSITION	15		25	
LISTENING		20		
WEIGHTING %	30	20	25	25

### MUSIC – OBJECTIVES & OUTCOMES

A student:

MU4-PER-01 uses performance skills to demonstrate understanding of the elements of music and communicate musical ideas

MU4-LIS-01 uses listening skills to describe music in relation to stylistic, cultural, historical or social contexts and the elements of music

MU4-COM-01 improvises, arranges or composes using the elements of music to create musical ideas.

## PDHPE

### Assessments 2025

Task Date	Weighting	Task description	Outcomes assessed	Unit Name
1. Term 1 – Week 7	25	Research Task	PH4-SMI-01 PH4-SHW-01 PH4-IBC-01 PH4-RRL-01	New Places, New Faces
2. Term 2 – Week 3	25	PE Practical	PH4-MSS-01 PH4-MSS-02 PH4-SMI-01	Let's Get Moving
3. Term 3 – Week 8	25	In Class Test	PH4-IBC-01 PH4-SMI-01 PH4-SHW-01	Growing and Changing
4. Term 4 – Week 3	25	PE Practical	PH4-SHP-01 PH4-MSS-01 PH4-MSS-02 PH4-SMI-01	Cultural Games
<b>Total</b>	<b>100</b>			

## PDHPE – OBJECTIVES AND OUTCOMES

A student:

PH4-MSS-01	transfers movement skills and concepts for use in a range of dynamic movement environments
PH4-MSS-02	demonstrates how strategies and actions can be transferred to solve movement challenges
PH4-SHP-01	plans for and uses strategies to participate in activities that encourage safety, health and lifelong physical activity
PH4-SMI-01	refines and applies self-management and interpersonal skills to manage complex situations
PH4-SHW-01	assesses the influence of contextual factors on attitudes and behaviours to propose strategies that enhance safety, health and wellbeing
PH4-IPS-01	investigates and uses health information, products and support services to propose strategies that enhance safety, health and wellbeing
PH4-RRL-01	explains and applies strategies for promoting safe and respectful relationships in a range of contexts
PH4-IBC-01	investigates and explains factors that shape identity and sense of belonging

## SCIENCE

### Assessments 2025

Task Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 – Week 9	30	Common Test	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	Working scientifically
2. Term 2 – Week 4	20	In Class Task	SC4-16CW, SC4-7WS, SC4-8WS, SC4-9WS	Simple Particle Model
3. Term 3 – Weeks 8-9	20	Investigation & Experimental Report (in class)	SC4-16CW, SC4-5WS, SC4-6WS, SC4-7WS, SC4-9WS	Separating a Mixture
4. Term 4 – Week 3	30	Common Test	SC4-10PW, SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	Forces
<b>Total</b>	<b>100</b>			

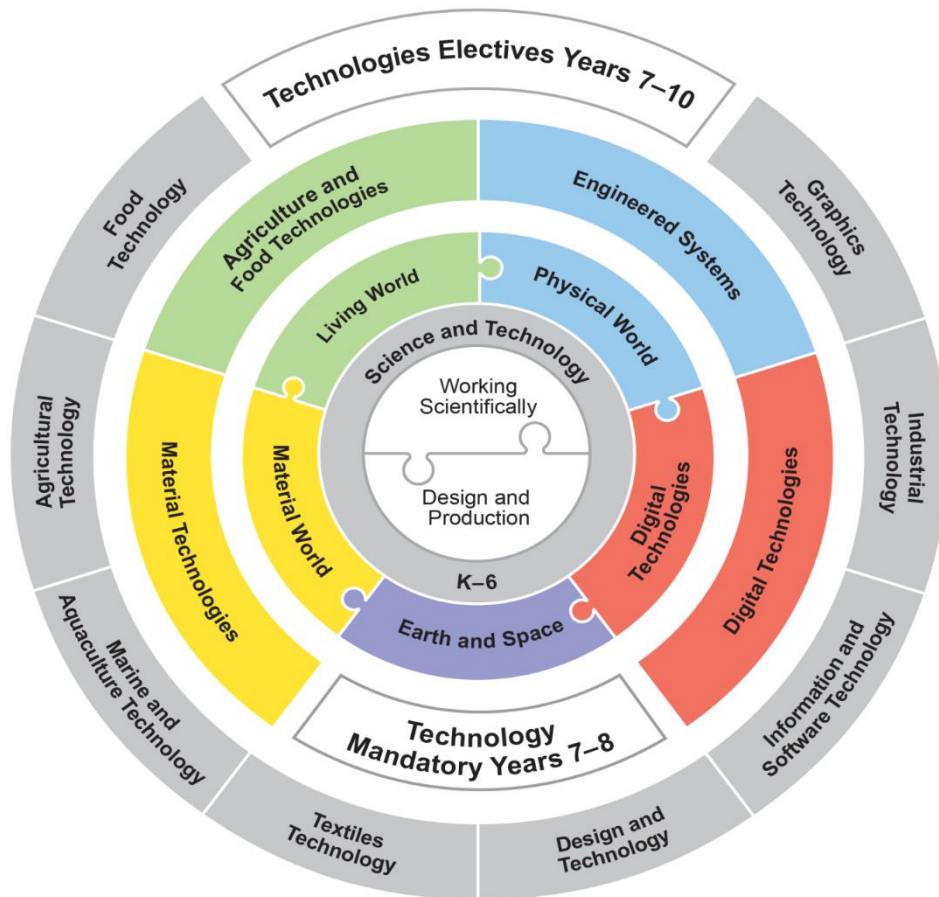
**Note: Class tasks may be used to calculate estimates and rankings if necessary**

## SCIENCE – OBJECTIVES AND OUTCOMES

A student:

- SC4-4WS** identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
- SC4-5WS** collaboratively and individually produces a plan to investigate questions and problems
- SC4-6WS** follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
- SC4-7WS** processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
- SC4-8WS** selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
- SC4-9WS** presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
- SC4-10PW** describes the action of unbalanced forces in everyday situations
- SC4-11PW** discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
- SC4-12ES** describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
- SC4-13ES** explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
- SC4-14LW** relates the structure and function of living things to their classification, survival and reproduction
- SC4-15LW** explains how new biological evidence changes people's understanding of the world
- SC4-16CW** describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
- SC4-17CW** explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life.

## TECHNOLOGY



## DESIGN PROJECTS

Design Projects involve the design, production and evaluation of quality solutions that are functional and meet identified needs or opportunities. Students must undertake a minimum of four and a maximum of eight design projects.

For each design project students will develop a design folio as a document that provides ongoing evidence of the application of a design process and the specific technologies used in this process. This folio will document the students addressing the following:

1. In general, the design projects, presented to students by their teachers, are governed by the teacher's expertise and the classroom which the class is timetable into for Technology. For example, the type of project attempted in a TAS kitchen will be very different from one presented in a Computer Learning Space and so on
2. Design projects consist of four main areas: research, planning and design development, producing and evaluation. As a guide, most teachers would expect the following timetable for the completion of the design project.

## 1. TECHNOLOGY Continued

### Assessments 2025

Task Date	Weighting %	Task description	Outcomes assessed	Components
1. Term 1 – Week 4	10	Introduction to Design Test	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-9MA, TE4-6FO, TE4-10TS	Design Production, Agriculture and Food Technologies, Digital Technologies, Engineered Systems, Materials Technologies
2. Term 2 – Week 2	30	Project 1 and Folio	TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI, TE4-10TS.	
3. Term 3 – Week 2	30	Project 2 and Folio	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-10TS.	
4. Term 4 – Week 2	30	Project 3 and Folio	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS.	
<b>Total</b>	<b>100</b>			

- Throughout the year, students complete different design projects in 10-week cycle. Each project is based on a different focus area (Agriculture and Food Technologies, Digital Technologies, Engineered Systems, and Materials Technologies) and the order of projects will vary according to the class and teacher.
- Design projects involve students learning practical skills before the project is attempted. Students complete a written portfolio for each project, documenting their design process.

## TECHNOLOGY – OBJECTIVES AND OUTCOMES

### Agriculture and Food Technologies

#### A student:

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
TE4-5AG	investigates how food and fibre are produced in managed environments
TE4-6FO	explains how the characteristics and properties of food determine preparation techniques for healthy eating
TE4-10TS	explains how people in technology related professions contribute to society now and into the future

## TECHNOLOGY – OBJECTIVES AND OUTCOMES – Continued

### Digital Technologies

**A student:**

- 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
- TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language
- 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.

### Engineered Systems

**A student:**

- 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
- TE4-8EN explains how force, motion and energy are used in engineered systems
- TE4-10TS explains how people in technology related professions contribute to society now and into the future.

### Material Technologies

**A student:**

- 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.

## VISUAL ARTS

### Assessments 2025

Task Date	Weighting %	Task description	Outcomes assessed	Component
1.Term 1 – Week 10	10	Written Task (hand-in)	4.7, 4.8, 4.9, 4.10	Art Criticism/Art History
	25	Body of Work VAPD (classwork)	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	Art Making
2.Term 2 – Week 10	10	Written Task (hand-in)	4.7, 4.9, 4.10	Art Criticism/Art History
	25	Body of Work (classwork)	4.1, 4.3, 4.4, 4.5, 4.6	Art Making
3.Term 3 – Week 10	10	Written Task (hand-in)	4.7, 4.9	Art Criticism/Art History
4.Term 4 -Week 2	20	Body of Work VAPD (classwork)	4.1, 4.3, 4.4, 4.5, 4.6	Art Making
<b>Total</b>	<b>100</b>			

**Total made up of 70% Art Making, 30% Art Criticism/Art History.**

## VISUAL ARTS – OBJECTIVES AND OUTCOMES

A student:

- 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 the 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 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.

## SPECIAL PROGRAMS 2025

### ACADEMIC EXTENSION

#### Assessments 2025

Task Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 - Week 9	20	Case Study Analysis	ACEXT-1 ACEXT-5	Investigation
2. Term 2 - Week 4	25	Exploratory Writing	ACEXT-4 ACEXT-3	Research
3. Term 3 - Week 7	30	Group Problem- Solving	ACEXT-2 ACEXT-6	Critical Inquiry
4. Term 4 - Week 3	25	Debate and Advocacy	ACEXT-1 ACEXT-3	Presentation

**Note:** For each semester students in Academic Extension will receive a grade on the scale: A-E.

### ACADEMIC EXTENSION – OBJECTIVES AND OUTCOMES

- ACEXT -1** Apply knowledge and critical thinking to explore complex ideas in different contexts.
- ACEXT -2** Solve real-world problems by developing and refining solutions, drawing conclusions, and synthesising big ideas.
- ACEXT – 3** Reflect on learning to improve skills and apply ideas in new situations.
- ACEXT – 4** Evaluate arguments and ideas, identifying strengths, weaknesses, and logical flaws.
- ACEXT – 5** Investigate secondary research, synthesising information to build logical arguments and propose justified conclusions.
- ACEXT – 6** Design group projects, demonstrating initiative, fostering creativity, and ensuring shared responsibility through effective collaboration.



## DANCE SPECIAL PROGRAM

### Assessments 2025

Task Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 – Week 9	35	Interview and Performance	DA4-PER-01	The Dancing Body
2. Term 2 – Week 9	35	Practical Task	DA4-COM-01	How do we generate movement?
3. Term 3 – Week 9	30	Written Portfolio	DA4-APP-01	Ballet in Australia
4. Term 4		Integrated Study		Integrated Study
<b>Total</b>	<b>100</b>			

## DANCE SPECIAL PROGRAM – OBJECTIVES AND OUTCOMES

A student:

**DA4-PER-01** performs dance works, demonstrating safe dance practice, dance technique and performance quality

**DA4-COM-01** creates movements using the elements of dance to communicate an idea and intent

**DA4-APP-01** describes dance works from a range of contexts using the elements of dance

## DRAMA SPECIAL PROGRAM

### Assessments 2025

Task Date	Weighting %	Task description	Outcomes assessed	Component
1.Term 1 – Week 7	30	Improvisation Playbuilding Group Performance	4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.3.1, 4.3.2, 4.3.3	Improvisation Playbuilding Reflection Appreciation
2.Term 2 – Week 4	20	Performance of Monologue	4.1.1,4.1.2, 4.1.4, 4.2.1, 4.2.2, 4.2.3	Performance
3.Term 3 – Week 5	30	Written Character Analysis	4.1.1, 4.1.4, 4.3.1, 4.3.2, 4.3.3	Elements of Drama Reflection Appreciation
4.Term 4 – Week 4	20	Production and Performance of a Play	4.1.1, 4.1.2, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.3.2, 4.3.3	Dramatic Form Performance
<b>Total</b>	<b>100</b>			

## DRAMA SPECIAL PROGRAM – OBJECTIVES AND OUTCOMES

A student:

- 4.1.1 identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action
- 4.1.2 improvises and play builds through group-devised processes
- 4.1.3 devises and enacts drama using scripted and unscripted material
- 4.1.4 explores a range of ways to structure dramatic work in collaboration with others.
  
- 4.2.1 uses performance skills to communicate dramatic meaning
- 4.2.2 experiments with performance spaces and production elements appropriate to purpose and audience explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning.
- 4.2.3 explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning.
  
- 4.3.1 identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama
- 4.3.2 recognises the function of drama and theatre in reflecting social and cultural aspects of human experience
- 4.3.3 describes the contribution of individuals and groups in drama using relevant drama terminology

## MATHEMATICS - ACCELERATED

The purpose of assessment is to gather valid, reliable and useful information about student learning in order to monitor student achievement, guide teaching and learning opportunities, and to provide ongoing feedback to students to improve learning. In addition to the formal assessments outlined below, maths students will be provided with opportunities to demonstrate their learning through a variety of assessment activities, including assignments, as part of an ongoing process. Teachers will use a range of assessment strategies, both formal and informal, to plan for, and to gather evidence of student learning. Examples include diagnostic tests, topic tests, mini quizzes, assignments etc. These may be used for semester reports.

### Assessments 2025

Task Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 – Week 6	10%	Assignment	MA4 –INT-C-01 MAO-WM-01	Computation with integers
2. Term 2 – Week 2	30%	Written Task	MAO-WM-01 MA4-INT-C-01 MA4-IND-C-01 MA4-ALG-C-01	Computation with integers Indices Algebraic techniques
3. Term 3 – Week 3	30%	Written Task	MAO-WM-01 MA4-FRC-C-01 MA4-EQU-C-01 MA4-PYT-C-01 MA4-LEN-C-01	Fractions, decimals and percentages Equation Right-angled triangle (Pythagoras' theorem) and Length
4. Term 4 – Week 5	30%	Written Task	MAO-WM-01 MA4-ARE-C-01 MA4-VOL-C-01 MA4-LIN-C-01 MA4-DAT-C-01 MA4-DAT-C-02 MA4-PRO-C-01 MA4-RAT-C-01	Area and Volume Linear relationships Data classification and visualisation and data analysis Probability Ratios and rates
<b>Total</b>	<b>100%</b>			

## MATHEMATICS ACCELERATED – OBJECTIVES AND OUTCOMES

The stage 4 outcomes in the mathematics course are divided into the following strands:

1. Working Mathematically
2. Number and Algebra
3. Measurement and Space
4. Statistics and Probability.

For more detailed information on the stage 4 content and outcomes, refer to the NSW Education Standards Authority website: <https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k10-2022/overview>

## VISUAL ARTS SPECIAL PROGRAM

### Assessments 2025

Task Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 – Week 10	Practical and Theory 35	1a) Clay Work & Clay Hand Building Construction 1b) Written Task	4.1, 4.2, 4.3, 4.6, 4.8, 4.9	“What kind of Wild Thing are you?”  Task based on Jenny Orchard – Clay figurative sculpture
2. Term 2 – Week 10	Practical and Theory 35	2a) NAIDOC Project  2b) Research Task	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	Collaborative Work – Our languages matter  Research NAIDOC Theme & Source Idea
3. Term 3 – Week 10	Practical 20	Response to site	4.1, 4.2, 4.4, 4.6, 4.7, 4.8	Students to explore a diverse range of subject matter and materials to draw with
4. Term 4 – Week 2	Theory 10	Observational and Imaginative	4.1, 4.2, 4.4, 4.6, 4.7, 4.8	Students to research the work of two Artist - (drawers) from different time periods
<b>Total</b>	<b>100%</b>			

**Note: The organisation and selection of the units of work can vary depending on the interests of the class and the ongoing discussions with the teacher of this class in 2025.**

## VISUAL ARTS SPECIAL PROGRAM – OBJECTIVES AND OUTCOMES

The following units will be covered, although some variations in dates may occur due to unforeseen circumstances.

A student:

- 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.

## VISUAL ARTS SPECIAL PROGRAM - UNITS 1 TO 4

While this is a general overview of the program for the year, this is subject to change in response to external factors such as **competition opportunities** and **special commissions**.

UNITS	PRACTICAL	THEORY
<p><b>UNIT 1</b> <i>Build your Wild Self</i></p>	<p>What is your wild side? Students will explore their alter ego and create a clay construction of a head with exaggeration of jaws and features.</p>	<p>Students will use a range of examples to understand how artists represent their WILD self throughout art history. Students will draw connections between the metaphorical and the real to understand how signs and symbols are used to create self-portraits. FOREGROUND, the work of Jenny ORCHARD.</p>
<p><b>UNIT 2</b> <i>NAIDOC Week</i></p>	<p>A collaborative unit of work NAIDOC is National Aborigines and Islanders Day Observance Committee. Each year, a theme is chosen to reflect the important issues and events for NAIDOC Week. Mosman High School is invited to create an artwork to represent their ideas about the theme. NAIDOC Week 2018 will be held from 7-14 July. Works displayed in Mosman regional gallery.</p>	<p>Students will develop an understanding about the cultural links between Indigenous Australians and the Art World.</p>
<p><b>UNIT 3</b> Investigations into drawing</p>	<p>A unit of work based on the process and material nature of drawing. Students will use a variety of mediums to draw a range of subject matter moving toward abstraction and pattern.</p>	<p>Students research artwork based on examples of contemporary drawings.</p>
<p><b>UNIT 4</b> Mapping patterns</p>	<p>Using the pattern making start from the previous unit, students will develop a design form as a collagraph. Students will reference pattern making in ancient art as well as creating texture and design. This is a technical based mark.</p>	<p>Students can look at the history of collagraph printmaking and the work of contemporary collagraph makers such as John Winch.</p>

## YEAR 7 ASSESSMENT TIMELINE 2025

### Term 1

Week	Weighting %	Subject	Task
4	10	Technology	Introduction to Design
5	10	Mathematics Accelerated	Assignment
	20	History	Skills Test
6	10	Mathematics	Assignment
7	20	English	Imaginative writing
	30	Drama SP	Improvisation, Playbuilding, Group Performance
	25	PDHPE	Research Task
7-8	30	Music	Stomp Body Percussion
8	30	Languages	Dialogue, role-play or interview with teacher or peer and/or written task incorporating one or more skills
9	20	Academic Extension	Case Study Analysis
	35	Dance SP	Interview and Performance
	30	Science	Common Test
10	35	Visual Arts	Written Task (hand-in): Art Criticism/Art History (10%) Body of Work/VAPD (classwork): Art Making (25%)
	35	Visual Arts SP	Practical: Clay Work & Clay Hand Building Construction Theory: Written Task

**Term 2**

<b>Week</b>	<b>Weighting %</b>	<b>Subject</b>	<b>Task</b>
<b>2</b>	20	Languages	Language Task incorporating one or more language skills
	30	Mathematics	Written Task
	30	Mathematics Accelerated	Written Task
	30	Technology	Project 1 and Folio
<b>3</b>	30	History	Travel Journal
	25	PDHPE	PE Practical
<b>3-4</b>	20	Music	Musicology Exam
<b>4</b>	25	Academic Extension	Exploratory Writing
	20	Drama SP	Performance of Monologue
	30	English	Imaginative and Reflective: Poetry
	20	Science	In Class Test
<b>9</b>	35	Dance SP	Practical Task
<b>10</b>	35	Visual Arts	Written Task (hand-in) 10% Body of Work (classwork): Art Making 25%
	35	Visual Arts SP	Practical: NAIDOC Project Theory: Research Task

**Term 3**

<b>Week</b>	<b>Weighting %</b>	<b>Subject</b>	<b>Task</b>
<b>2</b>	30	English	Critical: Fiction
	30	Technology	Project 2 and Folio
<b>3</b>	30	Mathematics	Written Task
	30	Mathematics Accelerated	Written Task
<b>5</b>	30	Drama SP	Written Character Analysis
<b>7</b>	30	Academic Extension	Group Problem-Solving
<b>7-8</b>	25	Music	Music and the Media (Art Music)
<b>8</b>	25	Geography	Sustainable City Project
	25	PDHPE	In Class Test
	30	Languages	Dialogue, role play or interview with teacher or a peer and/or written task incorporating one or more skills
<b>8-9</b>	20	Science	Investigation & Experimental Report (In Class)
<b>9</b>	30	Dance SP	Written Portfolio
<b>10</b>	20	English	Multimodal: Introduction to Shakespeare
	10	Visual Arts	Written Task (hand-in): Art Criticism/Art History
	20	Visual Arts SP	Practical: Response to site



**Term 4**

<b>Week</b>	<b>Weighting</b>	<b>Subject</b>	<b>Task</b>
<b>Term 4</b>	N/A	Dance SP	Integrated Study
<b>2</b>	20%	Languages	Language Task incorporating one or more language skills
	30	Technology	Project 3 and Folio
	20	Visual Arts	Body of Work /VAPD (Classwork): Art Making
	10	Visual Arts SP	Observational and imaginative
<b>3</b>	25	Academic Extension	Debate and Advocacy
	25	PDHPE	PE Practical
	30	Science	Common Test
<b>4</b>	20	Drama SP	Production and Performance of a Play
	25	Geography	Group Research
	25	Music	Written and listening exam - online
<b>5</b>	30	Mathematics	Written Task
	30	Mathematics Accelerated	Written Task