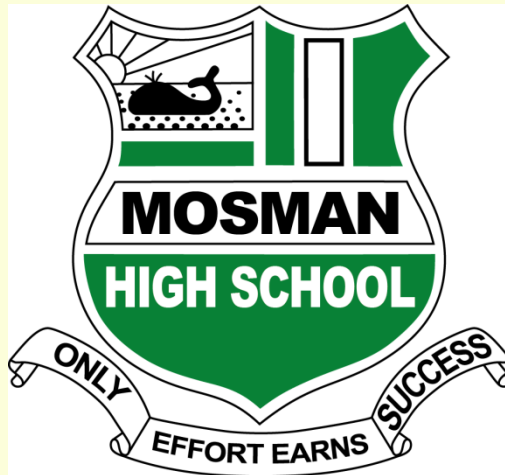


Mosman High School



Year 7 Assessment Guidelines 2022

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ASSESSMENT GUIDELINES

GENERAL POLICY

1. Assessment period:
The assessment period begins at the start of term one and finishes at the end of **Term 4 - 2022**.
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 statement 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 he/she 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 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

1. 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

2. The teacher may inspect any equipment brought into the examination room.
3. Only approved calculators may be used.
4. 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 room.
4. If these rules are not followed, or if a student cheats in the examinations in any way, he/she will be reported to the Principal and may be removed from the examination room.

MANDATORY

ENGLISH

Assessments 2022

Task Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 - Week 7	25%	Imaginative	1A, 3B, 4B	People and Place
2. Term 2 - Week 2	25%	Imaginative and Reflective	2A, 5C, 7D	Poetry
3. Term 3 - Week 2	25%	▶ Critical	6C, 8D, 9E	Fiction
4. Term 3 - Week 9	25%	▶ Multimodal	3B, 4B, 9E	Shakespeare
5. Term 4 - Week 5	Formative Task	Persuasive	-	Non Fiction
6. Term 4 - Week 10	Formative Task	Imaginative	-	Picture Books
Total	100%			

Students will value and appreciate:

1. the importance of the English language as a key to learning
2. the power of language to explore and express views of themselves, others and the world
3. the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
4. the role of language in developing positive interaction and cooperation with others
5. the diversity and aesthetics of language through literary and other texts
6. the independence gained from thinking imaginatively, interpretively and critically
7. the power of language to express the personal, social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences

ENGLISH – OBJECTIVES AND OUTCOMES

Through responding to and composing a wide range of texts and through the close study of texts, students will develop skills, knowledge and understanding in order to:

- Communicate through speaking, listening, reading, writing, viewing and representing.

A student:

EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure;

EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies;

- Use language to shape meaning according to purpose, audience and context;

A student:

EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts;

EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence;

- Think in ways that are imaginative, creative, interpretive and critical;

A student:

EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts;

EN4-6C identifies and explains connections between and among texts;

- Express themselves and their relationships with others and their world;

A student:

EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it;

EN4-8D identifies, considers and appreciates cultural expression in texts;

- Learn and reflect on their learning through their study of English;

A student:

EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning.

GEOGRAPHY

Assessments 2022

Task Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 – Week 6	20%	Literacy Task	4-6, 4-3	Introduction - Landscapes & Landforms
2. Term 2 – Week 2	30%	Presentation	4-1, 4-5	Landscapes & Landforms
3. Term 3 – Week 3	30%	Report	4.2, 4-7	Water in the World
4. Term 4 – Week 4	20%	Test	4-8, 4-9	Skills, Place + Liveability and Interconnections.
Total	100%			

GEOGRAPHY – OBJECTIVES AND OUTCOMES

A student:

GE4-1 identifies and gathers geographical information;

GE4-2 organises and interprets geographical information;

GE4-3 uses a range of written, oral and graphic forms to communicate geographical information;

GE4-4 uses a range of geographical tools;

GE4-5 demonstrates a sense of place about global environments;

GE4-6 describes the geographical processes that form and transform environments;

GE4-7 identifies and discusses geographical issues from a range of perspectives;

GE4-8 describes the interrelationships between people and environments;

GE4-9 describes differences in life opportunities throughout the world;

GE4-10 explains how geographical knowledge, understanding and skills combine with knowledge of civics to contribute to informed citizenship.

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 2022

Task Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 – Week 5	10%	Assignment	MA4 – 4NA	Basic Number
2. Term 2 – Week 2	30%	Written Task	MA4 – 4NA MA4 – 9NA MA4 – 11NA	Basic Number Integers Indices
3. Term 2 – Week 3	30%	Written Task	MA4 – 5NA MA4 – 8NA MA4 – 9NA	Indices Fractions, Decimals and Percentages Algebraic Techniques 1
4. Term 4 – Week 5	30%	Written Task	MA4 – 8NA MA4 – 10NA MA4 – 11NA MA4 – 12MG MA4 – 18MG	Algebraic Techniques 1 Length Linear Relationships Equations Angle Relationships
Total	100%			

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 Geometry;
4. Statistics and Probability.

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

website: <https://syllabus.nesa.nsw.edu.au/mathematics/mathematics-k10/outcomes/>

MUSIC

Assessments 2022

Task Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 - Weeks 7- 9	25%	Performance	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.9, 4.10	Drumming (Drum Kit) African Drums
2. Term 2 - Week 3	25%	Musicology Aural	4.4, 4.5, 4.7, 4.8, 4.9	Listening Task
3. Term 3 - Weeks 6 - 8	25%	Composition	4.4, 4.5, 4.6, 4.9, 4.10	Jingle Composition
4. Term 4 - Week 5	25%	Musicology/Aural	4.4, 4.5, 4.7, 4.8, 4.9	Written Task
Total	100%			

MUSIC – OBJECTIVES & OUTCOMES

A student:

- 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 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 forms of technology in the composition process;
- 4.7 demonstrates an understanding of the musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas;
- 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, appropriate to the musical context.

PDHPE

Assessments 2022

Task Date	Weighting	Task description	Outcomes assessed	c
1. Term 1 – Week 9	20%	Research Task	PD4.1, PD4.4	Coping with Change
	20%	PE Practical		Am I an All Rounder?
2. Term 2 – Week 4	10%	PE Practical	PD4.8	
3. Term 3 – Week 9	40%	Exam and PE Practical	PD4.7, PD4.11, PD4.2	
4. Term 4 – Week 3	10%	Practical	PD4.11	
		Assessment		
Total	100%			

PDHPE – OBJECTIVES AND OUTCOMES

A student:

- PD4-1 examines and evaluates strategies to manage current and future challenges;
- PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others;
- PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships;
- PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts;
- PD4-5 transfers and adapts solutions to complex movement challenges;
- PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity;
- 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;
- PD4-9 demonstrates self- management skills to effectively manage complex situations;
- PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion 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.

SCIENCE

Assessments 2022

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 1	20%	Short & Long Responses	SC4-16CW, SC4-7WS, SC4-8WS, SC4-9WS	Simple Particle Model
3. Term 3 – Weeks 7-8	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
Total	100%			

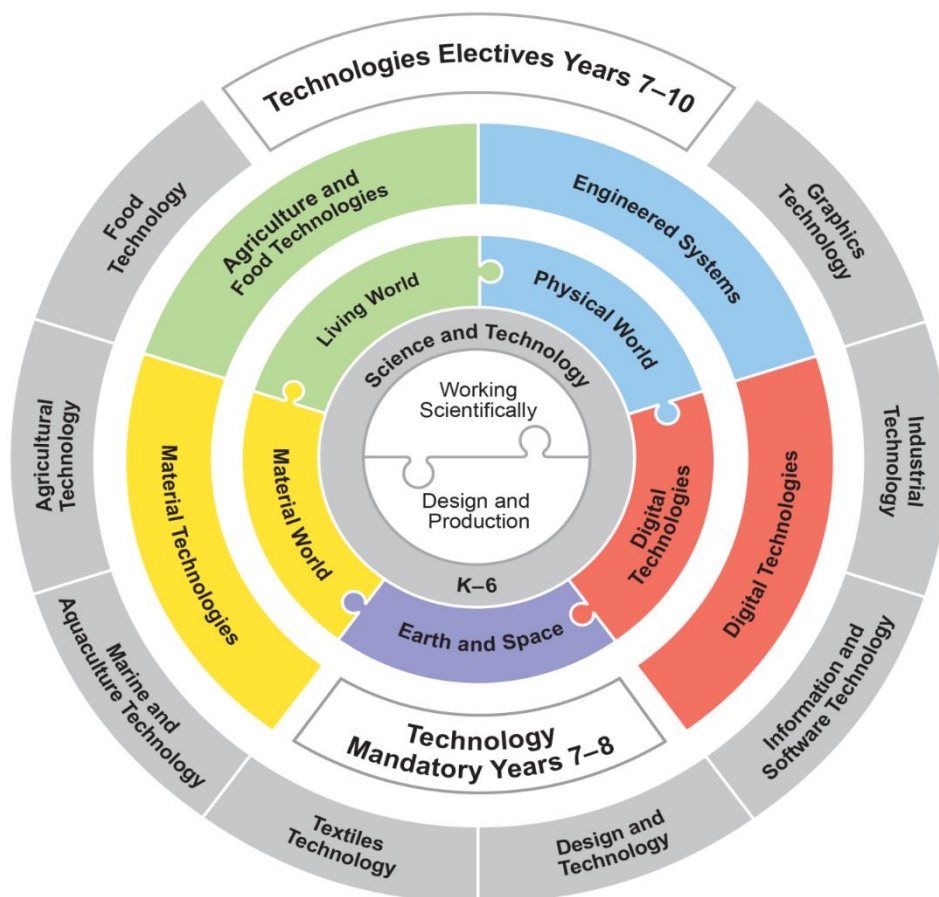
Note: Class tasks may be used to calculate estimates and rankings if necessary

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.

TECHNOLOGY Cont'd

Assessments 2022

Task Date	Weighting	Task description	Outcomes assessed	Components
1. Term 1 – Week 5	10%	Practical Skills	1DP, 2DP, 3DP,	Engineered Systems
2. Term 1 – Week 10	15%	Hot Pot Stand & Folio	8EN, 10TS	
3. Term 2 – Week 9	25%	2D Game Design & Folio	1DP, 2DP, 4DP, 7DI, 10TS	Digital Technologies
4. Term 3 – Week 8	25%	eARTh– Design in Nature Products & Folio	1DP, 2DP, 3DP, 9MA, 10TS	Materials Technology
5. Term 4 – Week 3	25%	Paddock to Plate	1DP, 2DP, 3DP, 5AG, 6FO, 10TS	Ag & Food Technologies
Total	100%			

This timetable relates to a design project being completed in a 10 Week term and may vary according to the teacher and/or the project being completed. Some design projects may involve students being required to learn practical skills, indicative to the project, before the project is attempted.

TECHNOLOGY – OBJECTIVES AND OUTCOMES

Agriculture and Food Technologies

Outcomes

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 – Cont'd

Digital Technologies

Outcomes

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

Outcomes

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

Outcomes

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 2022

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 6	10%	Written Task (hand-in)	4.7, 4.9, 4.10	Art Criticism/Art History
3.Term 2 – Week 10	25%	Body of Work (classwork)	4.1, 4.3, 4.4, 4.5, 4.6	Art Making
4.Term 3 – Week 10	10%	Written Task (hand-in)	4.7, 4.9	Art Criticism/Art History
	20%	Body of Work VAPD (classwork)	4.1, 4.3, 4.4, 4.5, 4.6	Art Making
Total	100%			

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.

LANGUAGES

At Mosman High Language “Taster” courses are offered in Year 7, whereby students are exposed to two semesters of two different languages on a **rotation basis** from the following languages:

- ✓ Chinese
- ✓ French
- ✓ Italian
- ✓ Japanese

Students in Year 7 will be given assessments totalling 100% for each language studied in each semester.

Students may then elect to continue with one of these languages in Year 8 to satisfy the mandatory 100 hours requirement.

CHINESE

The following tasks will be used throughout the study of Chinese to determine the satisfactory achievement of these outcomes.

Assessments 2022

Task number Date	Weighting	Task description	Outcomes assessed	Component
Semester 1 - Rotation				
1. Term 1 – Weeks 9-10	70%	Dialogue, Role Play or Interview with Teacher or a Peer and/or a Written Task incorporating one or more skills.	LCH4-5U, LCH4-6U, LCH4-9U	Understanding
2. Term 2 – Weeks 2-3 <i>Hand out Task at end of Term 1</i>	30%	Language Task - Cultural Task - Poster	LCH4-1C, LCH4-2C, LCH4-3C, LCH4-4C, LCH4-9U	Communicating Understanding
Total	100%			

Task Date	Weighting	Task description	Outcomes assessed	Component
Semester 2 - Rotation				
3. Term 3 – Weeks 8-9	70%	Dialogue, Role Play or Interview with Teacher or a Peer and/or a Written Task incorporating one or more skills.	LCH4-5U, LCH4-6U, LCH4-9U	Understanding
4. Term 4 – Weeks 2-3	30%	Language Task - Incorporating one or more language skills	LCH4-1C, LCH4-2C, LCH4-3C, LCH4-4C, LCH4-5U, LCH4-6U, LCH4-7U, LCH4-8U, LCH4-9U	Communicating Understanding
Total	100%			

CHINESE – OBJECTIVES AND OUTCOMES

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community.

A student:

- LCH4-1C** uses Chinese to interact with others to exchange information, ideas and opinions, and make plans;
- LCH4-2C** identifies main ideas in, and obtains information from texts;
- LCH4-3C** organises and responds to information and ideas in texts for different audiences;
- LCH4-4C** applies a range of linguistic structures to compose texts in Chinese, using a range of formats for different audiences;
- LCH4-5U** applies Chinese pronunciation and intonation patterns;
- LCH4-6U** demonstrates understanding of key aspects of Chinese writing conventions;
- LCH4-7U** applies features of Chinese grammatical structures and sentence patterns to convey information and ideas;
- LCH4-8U** identifies variations in linguistic and structural features of texts;
- LCH4-9U** identifies that language use reflects cultural ideas, values and beliefs.

FRENCH

The following tasks will be used throughout the study of French to determine the satisfactory achievement of these outcomes.

Assessments 2022

Task Date	Weighting	Task description	Outcomes assessed	Component
Semester 1 - Rotation				
1. Term 1 – Weeks 9-10	70%	Dialogue, Role Play or Interview with Teacher or a Peer and/or a Written Task incorporating one or more skills.	LFR4-1C, LFR4-4C, LFR4-5U, LFR4-6U, LFR4-8U	Communicating Understanding
2. Term 2 - Weeks 2-3	30%	Language Task - Cultural Task - Project	LFR4-1C, LFR4-2C, LFR4-3C, LFR4-4C, LFR4-8U	Communicating Understanding
Total	100%			

Task Date	Weighting	Task description	Outcomes assessed	Component
Semester 2 - Rotation				
3. Term 3 – Weeks 8-9	70%	Dialogue, Role Play or Interview with Teacher or a Peer and/or a Written Task incorporating one or more skills.	LFR4-1C, LFR4-4C, LFR4-5U, LFR4-6U, LFR4-8U	Communicating Understanding
4. Term 4 – Weeks 2-3	30%	Language Task - Incorporating one or more language skills	LFR4-1C, LFR4-2C, LFR4-3C, LFR4-4C, LFR4-6U, LFR4-8U	Communicating Understanding
Total	100%			

FRENCH – OBJECTIVES AND OUTCOMES

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community.

A student:

- LFR4-1C** uses French to interact with others to exchange information, ideas and opinions, and make plans;
- LFR4-2C** identifies main ideas in, and obtains information from texts;
- LFR4-3C** organises and responds to information and ideas in texts for different audiences;
- LFR4-4C** applies a range of linguistic structures to compose texts in French, using a range of formats for different audiences;
- LFR4-5U** applies French pronunciation and intonation patterns;
- LFR4-6U** applies features of French grammatical structures and sentence patterns to convey information and ideas;
- LFR4-7U** identifies variations in linguistic and structural features of texts;
- LFR4-8U** identifies that language use reflects cultural ideas, values and beliefs.

ITALIAN

The following tasks will be used throughout the study of Italian to determine the satisfactory achievement of these outcomes.

Assessments 2022

Task Date	Weighting	Task description	Outcomes assessed	Component
Semester 1 - Rotation 1. Term 1 – Weeks 9-10	70%	Dialogue, Role-Play or Interview with the Teacher or a Peer and/or a Written Task incorporating one or more skills.	LIT4-1C, LIT4-2C, LIT4-3C, LIT4-4C, LIT4-5U, LIT4-6U, LIT4-8U	Communicating Understanding
2. Term 2 – Weeks 2-3	30%	Language Task - Cultural Task - Project	LIT4-1C, LIT4-2C, LIT4-3C, LIT4-4C, LIT4-8U	Communicating Understanding
Total	100%			

Task Date	Weighting	Task description	Outcomes assessed	Component
Semester 2 - Rotation 3. Term 3 – Weeks 8-9	70%	Dialogue, Role-Play or Interview with the Teacher or a Peer and/or a Written Task incorporating one or more skills.	LIT4-1C, LIT4-2C, LIT4-3C, LIT4-4C, LIT4-5U, LIT4-6U, LIT4-8U	Communicating Understanding
4. Term 4 – Weeks 2-3	30%	Language Task - Incorporating one or more skills	LIT4-1C, LIT4-2C, LIT4-3C, LIT4-4C, LIT4-5U, LIT4-6U, LIT4-8U	Communicating Understanding
Total	100%			

ITALIAN – OBJECTIVES AND OUTCOMES

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community.

A student:

- LIT4-1C** uses Italian to interact with others to exchange information, ideas and opinions, and make plans;
- LIT4-2C** identifies main ideas in, and obtains information from texts;
- LIT4-3C** organises and responds to information and ideas in texts for different audiences;
- LIT4-4C** applies a range of linguistic structures to compose texts in Italian, using a range of formats for different audiences;
- LIT4-5U** applies Italian pronunciation and intonation patterns;
- LIT4-6U** applies features of Italian grammatical structures and sentence patterns to convey information and ideas
- LIT4-7U** identifies variations in linguistic and structural features of texts;
- LIT4-8U** identifies that language use reflects cultural ideas, values and beliefs.

JAPANESE – OBJECTIVES AND OUTCOMES

The following tasks will be used throughout the study of Japanese to determine the satisfactory achievement of these outcomes.

Assessments 2022

Task Date	Weighting	Task description	Outcomes assessed	Component
Semester 1 - Rotation 1. Term 1 - Weeks 9-10	70%	Dialogue, Role-Play or Interview with the Teacher or a Peer and/or a Written Task incorporating one or more skills.	LJA4-1C, LJA4-4C, LJA4-5U, LJA4-7U, LJA4-9U	Communicating Understanding
2. Term 2 - Weeks 2-3	30%	Language task - Cultural Task- Project	LJA4-1C, LJA4-2C, LJA4-3C, LJA4-4C, LJA4-9U	Communicating Understanding
Total	100%			

Task Date	Weighting	Task description	Outcomes assessed	Component
Semester 2 - Rotation 3. Term 3 – Weeks 8-9	70%	Dialogue, Role-Play or Interview with the Teacher or a Peer and/or a Written Task incorporating one or more skills.	LJA4-1C, LJA4-4C, LJA4-5U, LJA4-7U, LJA4-9U	Communicating Understanding
4. Term 4 – Weeks 2-3	30%	Language task - Incorporating one or more language skills	LJA4-1C, LJA4-2C, LJA4-3C, LJA4-4C, LJA4-6U, LJA4-7U	Communicating Understanding
Total	100%			

JAPANESE – OBJECTIVES AND OUTCOMES

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community.

A student:

- LJA4-1C** uses Japanese to interact with others to exchange information, ideas and opinions, and make plans;
- LJA4-2C** identifies main ideas in, and obtains information from texts;
- LJA4-3C** organises and responds to information and ideas in texts for different audiences;
- LJA4-4C** applies a range of linguistic structures to compose texts in Japanese, using a range of formats for different audiences;
- LJA4-5U** applies Japanese pronunciation and intonation patterns;
- LJA4-6U** demonstrates understanding of key aspects of Japanese writing conventions;
- LJA4-7U** applies features of Japanese grammatical structures and sentence patterns to convey information and ideas;
- LJA4-9U** identifies that language use reflects cultural ideas, values and beliefs.

SPECIAL PROGRAMS 2022

ACADEMIC EXTENSION

Assessments 2022

Task Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 - Week 9	N/A	Research Task	Skills 1 – 5	Presentation
2. Term 2 - Week 9	N/A	Writing Task	Outcomes 1 – 6	Problem Solving Portfolio
3. Term 3 - Week 9	N/A	Investigation and Product	Outcomes 1 – 6	Inquiry Based Learning Project
4. Term 4 - Week 8	N/A	Group Task	Formative Assessment	Group Presentation

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

ACADEMIC EXTENSION – OBJECTIVES AND OUTCOMES

The following **skills** will be covered in Year 7 Academic Extension:

Students learn to:

1. Investigate;
2. Ask questions;
3. Synthesize and evaluate;
4. Draw conclusions;
5. Recognize knowledge as problematic.

Outcomes:

Students are able to:

1. Use high level written and oral skills;
2. Select a variety of research skills and methods;
3. Demonstrate self-reflection;
4. Explain personal insights and reasons quality decisions;
5. Apply appropriate evaluation techniques throughout the unit of work;
6. Generate and communicate creative ideas and solutions.

DRAMA SPECIAL PROGRAM

Assessments 2022

Task Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 – Weeks 9-10	30%	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 5	20%	Monologue	4.1.1,4.1.2, 4.1.4, 4.2.1, 4.2.2, 4.2.3	Performance
3. Term 3 – Week 9	30%	Script Performance and Written Character Analysis	4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.4.4	Elements of Drama Reflection Appreciation
4. Term 4 – Week 4	20%	Group performance	4.1.1, 4.1.2, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.3.2, 4.3.3	Playbuilding Dramatic Form
Total	100%			

DRAMA SPECIAL PROGRAM – OBJECTIVES AND OUTCOMES

A student:

- 4.1.1 identifies and explores the elements of drama to develop belief and clarity in role, situation and action;
- 4.1.2 improvises and playbuilds 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;
- 4.2.2 uses performance skills to communicate dramatic meaning;
- 4.2.2 experiments with performance spaces and production elements appropriate to purpose and audience;
- 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 technology.

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 2022

Task Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 – Week 5	10%	Assignment	MA4 – 4NA MA4 – 11NA	Basic Number and Integers
2. Term 2 – Week 2	30%	Written Task	MA4 – 4NA MA4 – 8NA MA4 – 9NA MA4 – 11NA	Basic Number and Integers Indices Algebraic Techniques 1 & 2
3. Term 3 – Week 3	30%	Written Task	MA4 – 5NA MA4 – 6NA MA4 – 10NA MA4 – 12MG MA4 – 16MG	Fractions, Decimals & Percentages Financial Maths Equations Pythagoras and Length
4. Term 4 – Week 5	30%	Written Task	MA4 – 7NA MA4 – 11NA MA4 – 13MG MA4 – 14MG MA4 – 19SP MA4 – 20SP MA4 – 21SP	Area and Volume Linear Relationships Data Collection & Representation and Single Variable Data Probability 1 & 2 Ratio and Rates
Total	100%			

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 geometry;
4. statistics and probability.

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

VISUAL ARTS SPECIAL PROGRAM

Assessments 2022

Task Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 – Week 10	Practical 25%	1a) Clay Work & Clay Hand Building Construction	4.1, 4.2, 4.3, 4.6, 4.8, 4.9	“What kind of Wild Thing are you?”
	Theory 10%	1b) Written Task		Task based on Jenny Orchard – Clay figurative sculpture
2. Term 2 – Week 10	Practical 25%	2a) NAIDOC Project	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
	Theory 10%	2b) Research Task		Research NAIDOC Theme & Source Idea
3. Term 3 – Week 10	Practical 20%	3a) 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
	Theory 10%	3b) Observational and Imaginative		Students to research the work of two Artist - (drawers) from different time periods
Total	100%			

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 2022.

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>UNIT 1 <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>UNIT 2 <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>UNIT 3 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>UNIT 4 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 2022

Term 1

Week	Weighting	Subject	Task
1-4	-	-	-
5	10%	Mathematics	Basic Number
	10%	Mathematics Accelerated	Assignment: Basic Number and Integers
	10%	Technology	Practical Skills
6	20%	Geography	Literacy Task: Landscapes and Landforms
7	25%	English	Imaginative: People and Place
7-9	25%	Music	Performance: Drumming (Drum Kit) African Drums
8	-	-	-
9	N/A	Academic Extension	Research Task: Presentation
	40%	PDHPE	Research Task and PE Practical: Coping with Change, Am I an all Rounder?
	30%	Science	Common Test: Working Scientifically
9-10	70%	Chinese	Dialogue, Role Play or Interview with Teacher or a Peer and/or a Written Task incorporating one or more skills
	30%	Drama SP	Group Performance: Improvisation, Playbuilding, Reflection, Appreciation
	70%	French	Dialogue, Role Play or Interview with Teacher or a Peer and/or a Written Task incorporating one or more skills
	70%	Italian	Dialogue, Role Play or Interview with Teacher or a Peer and/or a Written Task incorporating one or more skills
	70%	Japanese	Dialogue, Role Play or Interview with Teacher or a Peer and/or a Written Task incorporating one or more skills
10	15%	Technology	Hot Pot Stand & Folio
	35%	Visual Arts	Written Task (hand-in): Art Criticism/Art History (10%) and Body of Work/VAPD (Classwork): Art Making (25%)
	35%	Visual Arts SP	Practical: Clay Work & Clay Hand Building Construction (25%) and Theory: Written Task (10%)

Term 2

Week	Weighting	Subject	Task
1	20%	Science	Short & Long Responses: Simple Particle Model
2	25%	English	Imaginative and Reflective: Poetry
	30%	Geography	Presentation: Landscapes and Landforms
	30%	Mathematics	Written Task: Basic Number, Integers, Indices
	30%	Mathematics Accelerated	Written Task: Basic Number & Integers, Indices, Algebraic Techniques 1&2
2-3	30%	Chinese	Language Task – Cultural Task - Poster
	30%	French	Language Task – Cultural Task - Project
	30%	Italian	Language Task – Cultural Task - Project
	30%	Japanese	Language Task – Cultural Task - Project
3	25%	Music	Musicology Aural: Listening Task
4	10%	PDHPE	PE Practical: Helping Myself and Others
5	20%	Drama SP	Monologue: Performance
6	10%	Visual Arts	Written Task (Hand-in): Art Criticism/Art History
7-8	-	-	-
9	N/A	Academic Extension	Writing Task: Problem Solving, Portfolio
	25%	Technology	2D Game Design and Folio: Digital Technologies
10	25%	Visual Arts	Body of Work (Classwork): Art Making
	35%	Visual Arts SP	Practical: NAIDOC Project (25%) and Theory: Research Task (10%)

Term 3

Week	Weighting	Subject	Task
1	-	-	-
2	25%	English	Critical: Fiction
3	30%	Geography	Report: Water in the World
	30%	Mathematics	Written Task: Indices, Fractions, Decimals & Percentages, Algebraic Techniques 1
	30%	Mathematics Accelerated	Written Task: Fractions, Decimals & Percentages, Financial Maths, Equations, Pythagoras and Length
4-5	-	-	-
6 - 8	25%	Music	Composition: Jingle Composition
7	25%	English	Multimodal - Shakespeare
7 - 8	20%	Science	Investigation & Experimental Report (In Class): Separating a Mixture
8	25%	Technology	eARTh – Design in Nature:Materials Technology
8-9	70%	Chinese	Dialogue, Role Play or Interview with Teacher or a Peer and/or Written Task incorporating one or more skills
	70%	French	Dialogue, Role Play or Interview with Teacher or a Peer and/or Written Task incorporating one or more skills
	70%	Italian	Dialogue, Role Play or Interview with Teacher or a Peer and/or Written Task incorporating one or more skills
	70%	Japanese	Dialogue, Role Play or Interview with Teacher or a Peer and/or Written Task incorporating one or more skills
9	N/A	Academic Extension	Investigation and Product: Inquiry Based Learning Project Multimodal: Shakespeare
	25%	English	Script Performance and Written Character Analysis:
	30%	Drama SPP	Elements of Drama, Reflection, Appreciation
	40%	DHPE	Exam and PE Practical: Having a Social Life
10	30%	Visual Arts	Written Task (Hand-in): Art Criticism/Art History (10%) and Body of Work /VAPD (Classwork): Art Making (20%)
	30%	Visual Arts SP	Practical: Response to site (20%) and Theory: Observational and Imaginative (10%)

Term 4

Week	Weighting	Subject	Task
1-2	-	-	-
2-3	30%	Chinese	Language Task – Incorporating one or more language skills
	30%	French	Language Task: Incorporating one or more language skills
	30%	Italian	Language Task: Incorporating one or more language skills
	30%	Japanese	Language Task: Incorporating one or more language skills
3	10%	PDHPE	Practical Assessment: Fulfilling my Movement Potential
	30%	Science	Common Test: Forces
	25%	Technology	Paddock to Plate: Ag & Food Technologies
3-4	-	-	-
4	20%	Drama SP	Group Performance: Playbuilding, Dramatic Form
	20%	Geography	Test: Skills, Place + Liveability & Interconnections
5	Formative Task	English	Persuasive: Non-Fiction
	30%	Mathematics	Written Task: Algebraic Techniques 1, Length, Linear Relationships, Equations, Angles Relationships
	30%	Mathematics Accelerated	Written Task: Area & Volume, Linear Relationships, Data Collection & Representation & Single Variable Data, Probability 1&2, Ratio and Rates
	25%	Music	Musicology Aural: Written Task
6-7	-	-	-
8	N/A	Academic Extension	Group Task: Group Presentation
	Formative Task	Geography	Independent Research
9	-	-	-
10	Formative Task	English	Imaginative: Picture Books