

Mosman High School



Year 7 Assessment Guidelines 2021

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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 - 2021**.
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.

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 2021

Task Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 - Week 5	25%	Imaginative	1A, 3B, 4B	Wild Thing
2. Term 2 - Week 2	25%	Imaginative and reflective	2A, 5C, 7D	Poetry
3. Week 10	25%	Discursive	6C, 8D, 9E	Fiction
4. Term 3 - Week 7	25%	Multimodal	3B, 4B, 9E	Shakespeare
5. Term 4 - Week 2	Formative Task	Persuasive	-	Non Fiction
6. 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 a student: 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 2021

Task Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 – Week 9/10	35%	Task 1: Presentation	GE4-1, GE4-2, GE4-5, GE4-7, GE4-8	Landforms and landscapes
2. Term 2 – Week 8	30%	Task 2: Class test	GE4-4, GE4-7, GE4-8	Interconnections
3. Term 3 – Week 9	35%	Task 3: Report	GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8	Place & Liveability
4. Term 4 – Week 8	Formative assessment	Task 4: Independent Research	GE4-1, GE4-10	Water in the World
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 2021

Task Date	Weighting	Task description	Outcomes assessed	Component
Term 1 – Week 8	30%	Written task	MA4 – 4NA MA4 – 11NA	<ul style="list-style-type: none">• Basic number• Integers
Term 2 – Week 8	30%	Written task	MA4 – 5NA MA4 – 9NA	<ul style="list-style-type: none">• Indices• Fractions, decimals and percentages
Term 4 – Week 4	40%	Written task	MA4 – 8NA MA4 – 10NA MA4 – 11NA MA4 – 12MG	<ul style="list-style-type: none">• Algebraic techniques 1• Length• Linear relationships• Equations
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 2021

Task Date	Weighting	Task description	Outcomes assessed	Component
Term 1 – Week 7	10%	Performance	4.1, 4.2, 4.3	Drums – Rhythm, Rock
Term 1 – Week 8/9	15%	Composition	4.4, 4.5, 4.6, 4.7, 4.9, 4.10	Pentatonic composition
Term 2 – Week 4	20%	Half yearly written exam	4.4, 4.5, 4.7, 4.8, 4.9	Musicology aural
Term 3 – Week 6	10%	Composition	4.4, 4.5, 4.6, 4.9, 4.10	Jingle composition
Term 3 – Week 7/8	30%	Music examination	4.4, 4.5, 4.7, 4.8, 4.9	Musicology aural
Term 4 – Week 5	15%	Group Performance	4.1, 4.2, 4.3, 4.4	Reggae
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 2021

Task Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 – Week 9	40%	Research task + PE practical	PD4.1, PD4.2, PD4.4	Coping with Change Am I an All Rounder
2. Term 2 – Week 9	10%	PE practical	PD4.8	Helping Myself & Others
3. Term 3 – Week 9	40%	Exam + PE practical	PD4.7, PD4.11	Having a Social Life
4. Term 4 – Week 3	10%	Practical assessment	PD4.11	Fulfilling My Movement Potential
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 2021

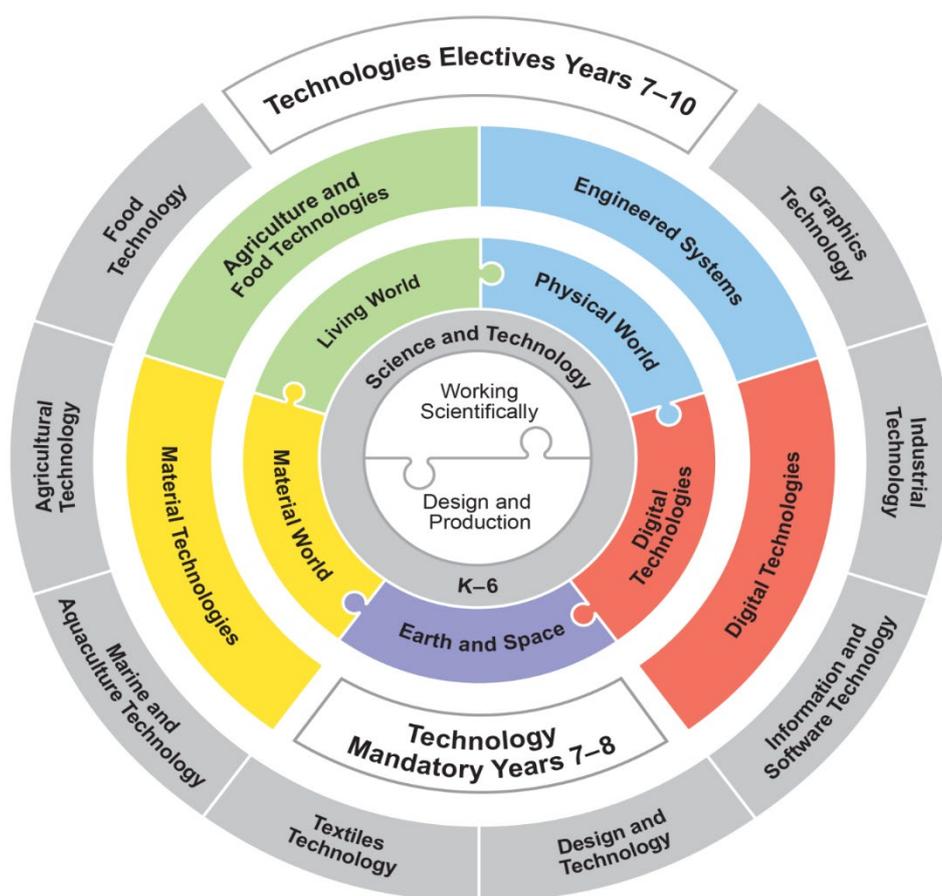
Task Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 – Week 8	30%	Class test	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	Working scientifically
2. Term 2 – Week 1	20%	Short & Long responses	SC4-16CW, SC4-7WS, SC4-8WS, SC4-9WS	Simple particle model
3. Term 3 – Week 7/8	20%	Discussion, Investigation & Experimental Report in class	SC4-16CW, SC4-5WS, SC4-6WS, SC4-7WS, SC4-9WS	Separating a mixture
4. Term 4 – Week 3	30%	Class 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



* 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 2021

Task Date	Weighting	Task description	Outcomes assessed	Components
1. Term 1 – Week 9	25%	Hot Pot Stand & Folio	1DP, 2DP, 3DP, 8EN, 10TS	Engineered Systems
2. Term 2 – Week 9	25%	2D Game Design & Folio	1DP, 2DP, 4DP, 7DI, 10TS	Digital Technologies
3. Term 3 – Week 8	25%	eARTh – Design in Nature Products & Folio	1DP, 2DP, 3DP, 9MA, 10TS	Materials Technology
4. 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
- TE4-10TS eating explains how people in technology related professions contribute to society now and into the future

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

TECHNOLOGY OUTCOMES – Cont’d

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 2021

Task Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 – Week 10	10%	Written task	4.7, 4.8, 4.9, 4.10	Art criticism/Art history
	25%	Body of work VAPD	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	Art making
2. Term 2 – Week 6	10%	Written task	4.7, 4.9, 4.10	Art criticism/Art history
3. Term 2 – Week 10	25%	Body of work	4.1, 4.3, 4.4, 4.5, 4.6	Art making
4. Term 3 – Week 10	10%	Written task	4.7, 4.9	Art criticism/Art history
	20%	Body of work VAPD	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 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
Semester 1 - Rotation 1. Term 1 – Week 7/8	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 – Week 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%			

Task Date	Weighting	Task description	Outcomes assessed	Component
Semester 2 - Rotation 3. Term 3 – Week 7/8	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 – Week 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 – 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

CHINESE – ENRICHMENT

Topic areas: A range of topic areas will be covered throughout the year including:

- Greetings/numbers
- Who is this? / Whose is this?
- My family/Pets at home
- Nationalities/Languages
- Sports/Likes/Dislikes
- My Friend
- Food

Assessments 2021

Task Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 – Week 7/8	20%	Topic test 1	LCH4-1C, LCH4-2C, LCH4-3C, LCH4-4C, LCH4-5U, LCH4-6U, LCH4-7U, LCH4-8U, LCH4-9U	Communicating Understanding
2. Term 2 – Week 2/3	25%	Topic test 2	LCH4-1C, LCH4-2C, LCH4-3C, LCH4-4C, LCH4-5U, LCH4-6U, LCH4-7U, LCH4-8U, LCH4-9U	Communicating Understanding
3. Term 3 – Week 7/8	35%	Topic test 3	LCH4-1C, LCH4-2C, LCH4-3C, LCH4-4C, LCH4-5U, LCH4-6U, LCH4-7U, LCH4-8U, LCH4-9U	Communicating Understanding
4. Term 4 – Week 2/3	20%	Topic test 4	LCH4-1C, LCH4-2C, LCH4-3C, LCH4-4C, LCH4-5U, LCH4-6U, LCH4-7U, LCH4-8U, LCH4-9U	Communicating Understanding
Total	100%			

CHINESE ENRICHMENT – 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. Chinese course, students learn how to establish and maintain communication in familiar situations and how to apply a range of linguistic structures to express their own ideas in writing and develop the knowledge and understanding of the features of Chinese speaking cultures:

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 2021

Task Date	Weighting	Task description	Outcomes assessed	Component
Semester 1 - Rotation 1. Term 1 – Week 7/8	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 – Week 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%			

Task Date	Weighting	Task description	Outcomes assessed	Component
Semester 2 - Rotation 3. Term 3 – Week 7/8	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 – Week 2/3	30%	Topic Task - incorporating one or more language skills	LFR4-1C, LFR4-2C, LFR4-3C, LFR4-4C, LFR4-6U, LFR4-8U	Communicating Understanding
Total	100%			

FRENCH – 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 2021

Task Date	Weighting	Task description	Outcomes assessed	Component
Semester 1 - Rotation 1. Term 1 – Week 7/8	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 – Week 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%			

Task Date	Weighting	Task description	Outcomes assessed	Component
Semester 2 - Rotation 3. Term 3 – Week 7/8	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 – Week 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 – 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

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

Assessments 2021

Task Date	Weighting	Task description	Outcomes assessed	Component
Semester 1 - Rotation 1. Term 1 – Week 7/8	70%	Oral task: 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 – Week 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%			

Task Date	Weighting	Task description	Outcomes assessed	Component
Semester 2 - Rotation 3. Term 3 – Week 7/8	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 – Week 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 – 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

ACADEMIC EXTENSION

Assessments 2021

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 7	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

NB: 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

Assessments 2021

Task Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 – Week 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 3	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	20%	Script 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	30%	Written analysis and 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 – 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

MUSIC - SPECIAL

Assessments 2021

Task Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 – Week 10	15%	Compose and arrange for performance in small ensembles.	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	Funk Music
2. Term 2 – Week 5	25%	Composition task	4.1, 4.2, 4.4, 4.5, 4.6, 4.9	Harmonisation
3. Term 3 – Week 10	45%	Performance and analysis of rock music using the ideas and language of the concepts of music. Musicology Test	4.1, 4.2, 4.4, 4.7, 4.8, 4.9, 4.10	Impressionism
4. Term 4 – Week 3	15%	Group performance	4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9	Samba
Total	100%			

MUSIC – OBJECTIVES AND OUTCOMES

A student:

- 4.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of musical concepts
- 4.2 performs repertoire in a range of styles and genres demonstrating interpretations of musical notation and the application of technology
- 4.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 4.4 demonstrates an understanding of the musical concepts through improvising, arranging, and composing in styles or genres of music selected for study
- 4.5 notates own compositions, applying forms of notation appropriate to the music selected for study
- 4.6 uses different forms of technology in the composition process
- 4.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social cultural and historical contexts
- 4.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation of the music selected for study
- 4.9 demonstrates and understanding of musical literacy through the appropriate application of notation, terminology and the interpretation and analysis of scores used in music selected for study
- 4.10 demonstrates an understanding of the influence and impact of technology in music

VISUAL ARTS – SPECIAL

Assessments 2021

Task Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 – Week 10	Practical 25% Theory 10%	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 25% Theory 10%	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 ideas
3. Term 3 – Week 10	Practical 20% Theory 10%	3a) Response to Site 3b) Observational and imaginative	4.1, 4.2, 4.4, 4.6, 4.7, 4.8	Students to explore a diverse range of subject matter and material to draw with Students to research the work of two 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 **2021**.

VISUAL ARTS – 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: 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>Class research work based on examples of contemporary and recent drawings subject matter.</p>
<p>UNIT 4 Mapping patterns</p>	<p>Using the pattern making start from the previous unit students will develop a design form at 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 to look at the history of collagraph printmaking and the work of contemporary collagraph makers such as John Winch.</p>

YEAR 7 ASSESSMENT TIMELINE 2021

Term 1

Week	Weighting	Subject	Task
1			
2			
3			
4			
5	25%	English	Imaginative task
6			
7	10%	Music	Drum kit performance
7/8	70%	Chinese	Dialogue, role play or interview and/or a written task
	20%	Chinese Enrichment	Topic Test 1
	70%	French	Dialogue, role play or interview and/or a written task
	70%	Italian	Dialogue, role-play or interview and/or a written task
	70%	Japanese	Dialogue, role-play or interview and/or a written task
8	30%	Maths	Written task
	30%	Science	Class test
8/9	15%	Music	Pentatonic composition
9	-	Academic Extension SP	Research task
	40%	PDHPE	Research task/PE practical
	25%	Technology	Project/folio
9/10	30%	Drama SP	Improvisation
	35%	Geography	Presentation
10	15%	Music SP	Performance
	10%	Visual Arts	Written task
	25%	Visual Arts	Body of work/VAPD
	25%	Visual Arts SP	Practical
	10%	Visual Arts SP	Theory

Term 2

Week	Weighting	Subject	Task
1	20%	Science	Short/Long Responses
2	25% 45%	English Music (WK 2 & 9)	Imaginative & Reflective task - Poetry Musicology/aural paper Ensemble Performance
2/3	30%	Chinese	Language task
	25%	Chinese Enrichment	Topic test 2
	30%	Italian	Language task
	30%	Japanese	Language task
3	20%	Drama SP	Monologue
	30%	French	Topic test
4	20%	Music	Half yearly exam
5			
6	10%	Visual Arts	Written task
7	-	Academic Extension SP	Writing task
7/8			
8	30%	Geography	Class test
	30%	Maths	Written task
9	-	Music (WK 2 & 9)	Ensemble Performance/Musicology/aural paper
	10%	PDHPE	PE practical
	25%	Technology	Project/folio
10	25%	English	Discursive - Fiction
	25%	Visual Arts	Body of work
	25%	Visual Arts SP	Practical
	10%	Visual Arts SP	Theory

Term 3

Week	Weighting	Subject	Task
1			
2/3			
3			
4			
5			
6	10%	Music	Jingle composition
7	25%	English	Multimodal - Shakespeare
7/8	70%	Chinese	Dialogue, role-play or interview and/or a written task
	35%	Chinese Enrichment	Topic test 3
	70%	French	Dialogue, role-play or interview and/or a written task
	70%	Italian	Dialogue, role-play or interview and/or a written task
	70%	Japanese	Dialogue, role-play or interview and/or a written task
	30%	Music	Musicology examination
	20%	Science	Investigation & Experimental Report – Separating a mixture
8	25%	Technology	Project/folio
9	-	Academic Extension SP	Investigation
	20%	Drama SP	Script analysis
	35%	Geography	Report
	40%	PDHPE	Exam & PE practical
10	45%	Music SP	Musicology test
	10%	Visual Arts	Written task
	20%	Visual Arts	Body of work /VAPD
	20%	Visual Arts SP	Practical
	10%	Visual Arts SP	Theory

Term 4

Week	Weighting	Subject	Task
1			
2	Formative task	English	Persuasive - Non-fiction
2/3	30% 20% 30% 30% 30%	Chinese Chinese Enrichment French Italian Japanese	Language task Topic test 4 Topic task Language task Language task
3	15% 10% 30% 25%	Music SP PDHPE Science Technology	Group performance Practical assessment Class test Project/folio
3/4			
4	30% 40%	Drama SP Maths	Written analysis and Group performance Written task
5	15%	Music	Group Reggae Performance
6			
7			
8	- Formative assessment	Academic Extension SP Geography	Group task Independent Research
9			
10	Formative task	English	Imaginative - Picture Books