

# 2021 Year 7 Assessment Handbook

SHINE WITH CHRIST'S GLORY



**ST BEDE'S**  
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## Assistant Principal's Message

Dear Parents/Carers and Students,

In today's educational environment, 'assessment' cannot be separated from 'learning'. If assessment is appropriately connected to what we are learning, then we can clearly understand if learning is really taking place and to what level of success. It is said by many educational leaders that 'assessment drives learning'. Knowing where students are at with their learning assists the class teacher in their planning.

This Assessment Handbook is a valuable resource for you throughout 2021. The purpose of this document is to provide you with detailed information regarding assessment throughout the year. You are notified of the various assessment tasks and when they will go ahead. Additional specific course and assessment task requirements may be issued by individual teachers and the Leader of Learning as deemed necessary due to the nature of each task.

It is each student's responsibility to become familiar with all the requirements for assessment and with the particular requirements of each course being undertaken. Successful learners are conscious of workloads and manage their time to ensure they complete all assessment tasks by the due date. A balanced approach to homework and study is vital to the wellbeing of all students.

Despite our best intentions in putting together this assessment program, changes may occur. Any change, if it does occur, is expected to be minor and ample forward notice will be given to the relevant students.

I wish all students every success over the course of the year.



Emma South  
Assistant Principal

## Introduction

This assessment handbook provides information to parents and students about a range of assessment and reporting matters such as:

- the scheduling of assessment tasks to be conducted in each subject in Year 7 over the duration of the 2021 school year
- standards-Referenced Assessment and how grades are determined
- rules and regulations regarding the completion of assessment tasks
- details of Reporting
- other relevant information about assessment and reporting.

# Year 7 Curriculum 2021

## Bell Times

### Monday, Tuesday and Thursday

| Session  | Begins  | Ends    |
|----------|---------|---------|
| Homeroom | 8.45am  | 9.00am  |
| Period 1 | 9.00am  | 10.05am |
| Period 2 | 10.05am | 11.10am |
| Break 1  | 11.10am | 11.50am |
| Period 3 | 11.50am | 12.50pm |
| Period 4 | 12.50pm | 1.50pm  |
| Break 2  | 1.50pm  | 2.10pm  |
| Period 5 | 2.10pm  | 3.10pm  |

### Wednesday (Wellbeing/Assembly Day)

| Session            | Begins  | Ends    |
|--------------------|---------|---------|
| Wellbeing/Assembly | 8.45am  | 9.35am  |
| Period 1           | 9.35am  | 10.25am |
| Period 2           | 10.25am | 11.15am |
| Break 1            | 11.15am | 11.55am |
| Period 3           | 11.55am | 12.55pm |
| Period 4           | 12.55pm | 1.55pm  |
| Break 2            | 1.55pm  | 2.15pm  |
| Period 5           | 2.15pm  | 3.10pm  |

### Friday (Sport Day)

| Session           | Begins  | Ends    |
|-------------------|---------|---------|
| Homeroom          | 8.45am  | 9.00am  |
| Reflective Prayer | 9.00am  | 9.05am  |
| Period 1          | 9.05am  | 10.10am |
| Period 2          | 10.10am | 11.15am |
| Break 1           | 11.15am | 11.45am |
| Period 3          | 11.45am | 12.50pm |
| Break 2           | 12.50pm | 1.10pm  |
| Sport             | 1.10pm  | 3.10pm  |

## Subjects Taught Stage 4

| <b>2021 (Year 7)</b>                                        | <b>2022 (Year 8)</b>                                        |
|-------------------------------------------------------------|-------------------------------------------------------------|
| Mathematics                                                 | Mathematics                                                 |
| English                                                     | English                                                     |
| HSIE (History and Geography)                                | HSIE (History and Geography)                                |
| Science                                                     | Science                                                     |
| Religious Studies                                           | Religious Studies                                           |
| Technology Mandatory                                        | Technology Mandatory                                        |
| PDHPE (Personal Development, Health and Physical Education) | PDHPE (Personal Development, Health and Physical Education) |
| Music                                                       | Visual Art                                                  |
|                                                             | Languages (Mandarin)                                        |

## How is High School different?

Students entering High School will experience excitement, challenges, and lots of opportunities. Students have added responsibility and it is essential parents appreciate the additional requirements and they support and encourage their child in their learning and organisation. Students in high school will:

- have several class teachers
- have more subjects
- be required to bring specific equipment to class each day
- need to move to different classrooms at the end of each period
- have a timetable for their allocated classes and rooms
- have more homework and requirement for study (expect approximately one hour a night).

Parents are encouraged to support their child by:

- encouraging them to see or email their teacher in times where they have trouble
- showing an active interest in what they are learning at school
- following up on work due
- checking and signing their planners every weekend
- seeing they bring the correct equipment to school including a fully charged device, the Casio fx82AU plus calculator
- providing a suitable quiet learning space for their child each evening
- developing their child's healthy study habits and a balanced 'work, rest and play' routine
- engaging them in everyday tasks such as budgeting, measurement, cooking, reading clocks or timetables or discussing documentaries.

## Structure

The College operates on a fortnightly timetable (cycle). In each school term the odd weeks will be Week A, whilst the even weeks will be Week B in their timetable.

There will be six streams of up to 30 students in each of the classes in Mathematics, Science, English, and HSIE. There will be eight streams of up to 23 students in each of the classes in PDHPE, Religious Studies, Music and TAS.

English and HSIE are combined to form clusters of up to sixty students and 2-3 teachers. Students learn an integrated curriculum in 13 periods each cycle. This enables co-teaching, flexibility in learning, a greater ability to provide targeted intervention and differentiate learning for all students.

Students learn Mathematics through a learning and teaching model called Maths Pathway. This model combines a range of teaching methods and classroom practices with an online environment to support each student's individual learning needs.

PDHPE has 4 periods every cycle. Two periods are theory lessons and two periods are practical lessons. Students will be notified which lessons will be practical at the beginning of the year.

Once per fortnight students in Year 7 will have a Learn-to-Learn lesson with the Teacher Librarian. The course is designed to teach students essential skills in how to study, become organised and build resilience.

There are eight Homeroom classes of up to 23 students and each homeroom is associated with a given house. The Homeroom teacher is also the teacher of the wellbeing session in extended homeroom each Wednesday in Week B.

## Contemporary Learning Spaces

A variety of furniture types, including smaller round tables, rectangular tables, and amphitheatre style seating, are in most learning spaces to cater for a variety of teaching and learning methods. Furniture is lightweight and easy to move to arrange classes into different configurations.

Teachers use the learning spaces to personalise learning and cater for the needs of the students. Teaching and learning approaches include:

- Specialised direct teacher instruction
- Integrated Curriculum (for example, combining English and HSIE where learning covers outcomes in both subjects)
- Small group work
- Independent learning
- Project Based Learning
- Learning through technology
- Combinations of the above at one time
- Three tier Literacy Intervention Program

## Learning Technology

- Students utilise Office 365 for education, with particular focus on Microsoft Teams and OneNote Classroom. They are supported by a range of other educational software and services such as digital textbooks, Maths Pathways and Clickview.
- The College operates a specific BYOD scheme. The device nominated is a Lenovo hybrid 2-in-1 education device with active digital stylus.

## Learning Preparation

Teachers often give assignments consisting of reading, problem solving or writing that the students must do after class—usually at home. The purpose of homework is to help reinforce what was taught in class.

Students in Year 7 may receive approximately 15-20 minutes (75 minutes a night) of learning preparation for subjects they have on any given day. Each evening they can expect to have approximately one hour of learning preparation.

## Assessment and Reporting

Students who are unable to sit or submit an assessment task on the scheduled day may be required to produce a suitable written explanation for the absence. Refer to Absence and Misadventure in the Stage 4 School Assessment Policy below for further information.

**Important Note:** All Assessment Tasks must be the students' own work and acts of malpractice and plagiarism are not tolerated at the College.

Students receive reports at the end of each semester. These reports are forwarded online to parents and carers via the School Management System.

## Stage 4 (Year 7 and 8) School Assessment Policy

### Assessment and its Purpose

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. It is the ongoing process of collecting, analysing, and recording information about student progress towards achievement of syllabus outcomes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students, and a range of resources.

Assessment for learning, assessment as learning and assessment of learning are approaches that can be used individually or together, formally, or informally to gather evidence about student achievement and to improve student learning.



## Assessment

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding is a suitable basis for future learning.

## Responsibilities

It is the responsibility of the College to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding
- develop quality assessment tasks and well-constructed marking guidelines aligned to the NESA common grade scale
- provide ongoing regular effective feedback to students in relation to their strengths and areas for development
- provide opportunity for students to reflect on their own work to identify their individual strengths and learning needs
- provide an evenly balanced schedule of tasks across the year
- collate all evidence of learning from assessment tasks, both formal and informal, to make a sound judgement of where each student is at in their learning cycle.

It is the responsibility of each student to:

- be aware of their various assessment instruments (essays, presentations etc). This involves reading this booklet carefully and managing their own schedule
- ensure all tasks are completed on time.
- notify class teachers of any absences or other College commitments, such as debating or sport that clash with assessments
- use feedback from teachers, or opportunities to self-assess, as the basis for developing skills, knowledge and understanding

## Absence and Misadventure

Students absent on the day of a class assessment task or examination, may be required to produce a suitable written explanation for the absence.

The written explanation must be an acceptable reason. Parents must also notify the school of any absences via Compass.

Following an absence, the student is to see their class teacher on the day of their return to arrange for the completion of any missed work. This includes

absence due to any acceptable school activity (e.g. representing the College).

Family holidays are strongly discouraged during school periods. Leave from the College during school periods must be applied for in advance, in accordance with the College leave policy. **Leave from the College during school periods must be applied for in advance, in accordance with the College Leave Policy.** Any missed assessment task needs to be completed on the day of return to the College or as arranged by the class teacher.

## Submission of Tasks

Students must submit tasks in accordance with the instructions provided by their teacher.

Feedback for Learning Tasks is provided via Compass and made visible to parents and students. Parents and students will be able to view all Project notifications, task details and feedback via the respective Parent and Student Portal.

No responsibility will be taken by the College if a student gives their assessment to another student, teacher, or office staff member.

## Late or Non-Submission of Tasks

### Teacher Responsibilities

- Teacher responsibilities each day the Learning Task is late include:
- Speak to student and implement strategies to support student in completing the task. This may include removing the student from the yard.
- Advise Leader of Learning and possibly the Learning Support Coordinator (LSC)
- Enter notification via Compass – Non-Completion of Learning Task
- Continually monitor and keep the Leader of Learning updated

### Leader of Learning Responsibilities

- Support the teacher to ensure that the task is completed
- Where the student does not comply, it may be escalated to the Assistant Principal.
- Continually monitor and keep the Assistant Principal informed.
- Table students of concern at Leader of Learning meetings.

## Leaders of Wellbeing and Engagement (LWE) and Assistant Principal Responsibilities

Repeated pattern across subject areas requires the LWE, Assistant Principal and possibly LSC intervention

Where pattern continues, or tasks are not completed the Assistant Principal may escalate the matter to the Principal for a question on the student's enrolment.

## Information Technology Issues

Students will need to be aware that it is their responsibility to ensure that IT related tasks are attempted and submitted by the due date.

**Technical problems and malfunctions** (hard drive failure, loss of internet provider, lost/corrupted email attachment, printing glitches, USB or software incompatibility) **are not an acceptable excuse** for the late submission of any IT related assessment tasks. All students should use OneDrive CSMN or Teams to store their work, thereby ensuring they have a backup.

Students that submit an assessment task late due to technical difficulties or malfunctions will be regarded as a late or non-submission of an assessment task and treated accordingly. The only exception to this rule is when the student can provide the relevant Leader of Learning with hard evidence (earlier draft copies) of the content and standard of the outstanding assessment task. This evidence will need to be presented to the Leader of Learning.

It is strongly recommended that when students are using technology to produce an assessment task, they should aim to complete the task ahead of time so that last minute technical problems/ malfunctions may be resolved.

## Academic Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, or the internet without reference to the source

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

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas

answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Penalties for plagiarism will depend on the amount of plagiarised material contained within the task. For example, if an entire essay has been plagiarised then zero will be given for that task. If it's proven that half an essay has been plagiarised, then the student will only be marked on the 50% that was not plagiarised.

Cheating during examination-type tasks will usually result in the cancellation of the paper in whole or part (and a zero-mark awarded for the paper or part).

Such offences will be communicated to parents by the teacher via Compass and may result in the student's removal from opportunities, such as time in the yard to complete a reflection activity. Resubmission of the task may also be required.

## Non-Serious Attempts

Where an assessment task is submitted and determined to be of an unacceptable standard, the class teacher will bring this to the attention of the relevant Leader of Learning. The student will be interviewed, and parents will be notified via Compass. The student may be removed from yard during breaks to resubmit the task or complete the task to an acceptable standard. Marks will be awarded based on the initial attempt or submission.

## Appeals Policy

Any disputes over an individual task must be resolved at the time the task is returned to the student. Where the matter cannot be resolved, the class teacher will consult with the relevant Leader of Learning to resolve the matter.

## Standards-Referenced Assessment

All schools in NSW adopt a standards-referenced approach to assessment and reporting. Teachers collect assessment data and their professional judgement to decide which grades best match the standards that students have achieved.

## **Allocating Grades within a Standards-Referenced Framework**

The Common Grade Scale describes performance at five levels. The scale lets teachers report student achievements in terms of clear, common standards. It summarises how well students achieve at each grade by describing the depth of knowledge and understanding and the range of skills which students at that standard typically demonstrate.

## The Common Grade Scale

|   |                                                                                                                                                                                                                                                               |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A | The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations. |
| B | The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.                               |
| C | The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.                                                                                                |
| D | The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.                                                                                                                |
| E | The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.                                                                                           |

## Allocation of Grades

- Allocation of grades requires teachers to use their professional judgement in relation to standards.
- A professional judgement does not come from a single piece of work such as an end of semester task. Teachers weigh up the information collected for a student up to the time of compilation of the Semester Report. This information comes from formal assessments and informal observations and is accumulated over time.
- A 'C grade' indicates the student has achieved a sound understanding of the content.
- A grade does not label a student, it labels a standard.

## End of Semester Parent Teacher Student (PTS)

### Interviews

The focus of these interviews is about how well the student achieved the overall standard, the level of achievement in each area of assessment, what needs to be done to improve or maintain achievable standards, not about comparisons with other students.

PTS interviews are an integral second part of the reporting process that will follow shortly after the distribution of reports.

When reports are released online parents and carers will receive an email notification advising them of that PTS Interviews are open for making bookings. Parents will make all bookings through the Parent Portal on Compass. Interview bookings will close at 8am on the day of the PTS interviews.

# Individual Course Details

At the end of each semester students will receive a report that contains outcomes taught in the semester, their achievement in the formally gazetted Learning Tasks and an overall grade.

The overall grade is an on-balance judgement by the teacher based on informal and formal assessment.



## Year 7 2021 Religious Studies Assessment Plan

|                    |                                                                    |
|--------------------|--------------------------------------------------------------------|
| Subject            | Religious Studies                                                  |
| Teachers           | Mrs F Duque, Mr A Slater, Mr R Copas,<br>Mrs A Unicomb/Ms A Horder |
| Leader of Learning | Mrs Fiona Duque                                                    |

### Overview

This Religious Studies course enables students attending Catholic schools to study the Catholic faith and tradition as expressed in the life and mission of the Church, providing them with opportunities to research and critically reflect upon religious, social and moral questions within the context of the Catholic Tradition and to become familiar with some of the religious traditions that are part of multicultural, multifaith Australian society.

The course provides students with a systematic and thorough study of Catholicism by allowing opportunities to develop skills of critical reflection, social analysis and moral decision making within the Christian context. This course also serves as a preparation for the Stage 5 Religious Studies course.

### Areas of Study

Faith, Story, Witness  
Catholic Beliefs  
The Hebrew Scriptures  
Encountering Jesus  
Church History

| UNIT                           | FOCUS: SKILLS and COMPETENCIES                                                                                      | FORMATIVE AND SUMMATIVE INTEGRATED STRATEGIES                                                                    |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Unit 1 - Faith Story Witness   | Communicating religious ideas and concepts effectively<br>Catholic religious literacy                               | Cross-curricular "This is me" Project<br>Faith Story Witness Pre and Post Test<br>Information Report             |
| Unit 2 – Catholic Beliefs      | Conducting research and reporting information                                                                       | Oral Presentation                                                                                                |
| Unit 3 – The Hebrew Scriptures | Working co-operatively in a variety of learning environments                                                        | Demonstrate an understanding of the language and books of the scriptures through a written task                  |
| Unit 4 – Encountering Jesus    | Organising and evaluating material from a variety of sources                                                        | Media Article                                                                                                    |
| Unit 5 – Church History 1      | Problem solving and critical thinking in relation to issues of justice and morality<br>Reflection and contemplation | Demonstrates an understanding of the impact of significant people and stages in the life and story of the Church |

## Year 7 2021 English Assessment Plan

|                    |                                           |
|--------------------|-------------------------------------------|
| Subject            | English                                   |
| Teachers           | Mrs T Powell, Ms K Bradley, Ms A O'Connor |
| Leader of Learning | Ms Tamara Powell                          |

### Overview

During Stage 4 students respond to a variety of texts critically, imaginatively and interpretively and compose accurate, clear and coherent texts. They use English in personal, social and learning contexts with increasing control and understanding of the form and features of language and structures of texts, and with increasing awareness of purpose, audience and context. Students make connections between texts, they recognise the main ideas and points of view, and the ways in which texts seek to position responders. Students are encouraged to read regularly.

### Areas of Study

- Storytelling and Drama
- Poetry
- Visual literacy and film
- Persuasive language
- Narrative
- Literacy

| UNIT                                            | FOCUS: SKILLS and COMPETENCIES                                                                        | FORMATIVE AND SUMMATIVE INTEGRATED STRATEGIES |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| Unit 1- Telling Stories                         | Writing, imaginative and interpretive thinking, analysing language                                    | Student Portfolio of writing                  |
| Unit 2 – Thoughts that Breathe, Words that Burn | Writing, reflecting, representing, analysing language                                                 | Poetry Portfolio                              |
| Unit 3 – Powerful Pictures                      | Organisation, time management, imaginative thinking, representation, collaboration though film-making | Cross – curricular Horrible History Project   |
| Unit 4 – The Art of Persuasion                  | Persuasive language and public speaking skills, research, problem-solving                             | Cross-curricular Liveability Project          |
| Unit 5 – Novel Study                            | Reading comprehension and expressing views                                                            | Inferential reading and analysis              |

## Year 7 2021 History Assessment Plan

|                    |                                                 |
|--------------------|-------------------------------------------------|
| Subject            | History                                         |
| Teachers           | Mrs Unicomb/Miss Horder, Mrs Shaw,<br>Mrs Power |
| Leader of Learning | Mr Andrew Cornwall                              |

### Overview

In History during Stage 4 students describe the nature of history and archaeology and explain their contribution to an understanding of the past. They describe major periods of historical time and sequence events, people, and societies from the past. Students recognise and explain patterns of change and continuity over time and explain the causes and consequences of events and developments. They describe and assess the motives and actions of people in the past. Students demonstrate an understanding of the causes and effects of events, past societies, and developments over time.

### Areas of study

- Investigating the Ancient Past
- Ancient past depth study: Egypt
- Ancient past depth study: China

| UNIT                                    | FOCUS: SKILLS and COMPETENCIES                                                                                                                | FORMATIVE AND SUMMATIVE INTEGRATED STRATEGIES |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| Unit 1 – Investigating the Ancient Past | Historical skills of comprehension, chronology, terms and concepts, analysis and use of sources, research, and explanation and communication. | Student Portfolio of historical skills.       |
| Unit 2 – Ancient Empires                | Historical skills of analysis and use of sources, research, and explanation and communication.                                                | Cross – curricular Horrible History Project   |

## Year 7 2021 Geography Assessment Plan

|                    |                                                 |
|--------------------|-------------------------------------------------|
| Subject            | Geography                                       |
| Teachers           | Mrs Unicomb/Miss Horder, Mrs Shaw,<br>Mrs Power |
| Leader of Learning | Mr Andrew Cornwall                              |

| Overview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| In Geography during Stage 4 students describe geographical processes that influence the features and characteristics of places and environments across a range of scales. They describe how places are perceived and valued differently and explain interconnections within environments and between people, places, and environments. Students investigate environmental change and differences in human wellbeing and discuss strategies for addressing geographical challenges, taking into account environmental, economic and social factors. |

| Areas of study                                                                                                 |
|----------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Landscapes and Landforms</li> <li>• Places and Liveability</li> </ul> |

| UNIT                              | FOCUS: SKILLS and COMPETENCIES                                   | FORMATIVE AND SUMMATIVE INTEGRATED STRATEGIES |
|-----------------------------------|------------------------------------------------------------------|-----------------------------------------------|
| Unit 1 – Landscapes and Landforms | Acquiring, processing, and communicating Geographic information. | Student Portfolio of Geographical skills.     |
| Unit 2 – Place and Liveability    | Acquiring, processing, and communicating Geographic information. | Cross – curricular Liveability Project        |

## Year 7 2021 Mathematics Assessment Plan

|                    |                                                                          |
|--------------------|--------------------------------------------------------------------------|
| Subject            | Mathematics                                                              |
| Teachers           | Mr N Moroney, Mr B Donohoe, Miss A Bohatko,<br>Mr L Menzies, Mrs S Young |
| Leader of Learning | Mr Nicholas Moroney                                                      |

### Overview

The Stage 4 Mathematics course aims to develop to students' knowledge, skills and understanding of the content strands Number and Algebra, Geometry and Measurement and Statistics and Probability. Students will be given the opportunity to develop an appreciation and understanding of the importance of Mathematics as an essential part of life and find links between mathematical ideas from varying contexts. Students develop skills in critical thinking, ability to communicate, reason and solve problems with and without the aid of digital technologies. The program has been carefully developed to include opportunities for cross-curricular activities, as well as specialised learning.

### Areas of Study

|                                                                                                                                                                 |                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Number Foundations</li> <li>• Statistics &amp; Probability</li> <li>• Fractions, Decimals &amp; Percentages</li> </ul> | <ul style="list-style-type: none"> <li>• Angles &amp; 2D Shapes</li> <li>• Patterns, Algebra &amp; Equations</li> <li>• Perimeter, Area, Volume &amp; 2D Shapes</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| UNIT   | FOCUS: SKILLS and COMPETENCIES                                                                                                                                                                                                                                 | FORMATIVE AND SUMMATIVE INTEGRATED STRATEGIES                                                                                                                                    |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit 1 | Number Foundations: <ul style="list-style-type: none"> <li>• operations with integers, indices, factors, multiples, cube and square roots, prime and composite numbers.</li> </ul>                                                                             | Cross-curricular project with Science and TAS - Missions to Mars                                                                                                                 |
| Unit 2 | Statistics <ul style="list-style-type: none"> <li>• Classify and organise data. Analyse data using mean, median, mode and range. Compare data sets.</li> </ul>                                                                                                 | Individualised assessment consisting of fortnightly paper and online tests. Test results are used to update the personal learning plan of each student and measure their growth. |
| Unit 3 | Fractions and Decimals <ul style="list-style-type: none"> <li>• Perform operations with fractions and decimals (with and without a calculator). Round decimals.</li> </ul>                                                                                     |                                                                                                                                                                                  |
| Unit 4 | Angles and 2D Shapes <ul style="list-style-type: none"> <li>• Identify and name angles, find angles on parallel lines, explore the properties of triangles and quadrilaterals</li> </ul>                                                                       |                                                                                                                                                                                  |
| Unit 5 | Patterns, Algebra and Equations <ul style="list-style-type: none"> <li>• Simplify, substitute into and expand and simplify algebraic expressions</li> </ul>                                                                                                    |                                                                                                                                                                                  |
| Unit 6 | Perimeter, Area, Volume and 3D Shapes <ul style="list-style-type: none"> <li>• Uses formulas to calculate perimeter and area of triangles, quadrilaterals and composite shapes and find volumes of 3D shapes. Convert between units of measurement.</li> </ul> | Individualised assessment                                                                                                                                                        |

## Year 7 2021 Music Assessment Plan

|                    |                                    |
|--------------------|------------------------------------|
| Subject            | Music                              |
| Teachers           | Mrs M Burgess, Mr Russell Thornton |
| Leader of Learning | Mrs Michelle Burgess               |

| Overview                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Throughout the course of the year, students will develop an understanding and appreciation for Music as an artform and as an academic subject. They will experience music making through performance, composition and analysis of various musical genres. |

| Areas of Study                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Popular Music: <i>St Bede's Hottest 100</i> (Term 1)</li> <li>• Art Music: <i>Rock on! Mendelssohn</i> (Term 2)</li> <li>• Music for Radio TV Film and Multimedia: <i>Screen Time</i> (Term 3)</li> <li>• Australian Music – <i>St Bede's Idol</i> (Term 4)</li> </ul> |

| UNIT   | FOCUS: SKILLS and COMPETENCIES                                                                                                                            | FORMATIVE AND SUMMATIVE INTEGRATED STRATEGIES              |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| Unit 1 | Music analysis<br>Understanding the Concepts of<br>Understanding the use of musical concepts in music. Use of musical terminology<br>Ensemble performance | Cross Curricular – This is Me project<br>Aural /Musicology |
| Unit 2 | Ensemble and solo awareness<br>Musical notation<br>Understanding the use of musical concepts in music.                                                    | Performance I                                              |
| Unit 3 | Organisation, time management, imaginative thinking and collaboration though music composition.<br>Understanding the use of musical concepts in music.    | Cross Curricular - Horrible History Project<br>Composition |
| Unit 4 | Ensemble/solo performance skills<br>Aural analysis<br>Understanding the use of musical concepts.                                                          | Performance II                                             |

## Year 7 2021 PDHPE Assessment Plan

|                    |                                                             |
|--------------------|-------------------------------------------------------------|
| Subject            | Personal Development, Health and Physical Education (PDHPE) |
| Teachers           | Mr M Eccleston, Mrs S Millen, Mr N Marsh, and Ms K Proctor  |
| Leader of Learning | Mrs Sarah Millen                                            |

### Overview

PDHPE develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to confidently and competently participate in a range of physical activities.

In Year 7, students focus on the concept of identity and will be challenged to embrace their individuality. They will then look to recognise ways that they can be respectful to others in caring and positive relationships. Students explore ways they can lead active and healthy lifestyles and explore the changes and challenges that are associated with adolescence.

In practical, students perform a variety of different movement sequences, across a variety of physical activity contexts. They reflect on their skills, abilities and participation and provide peer feedback and self-evaluations. The students will be graded on an ongoing basis throughout their practical lessons.

### Areas of Study

#### PDH (Theory)

- This is Me
- Relationships & Supporting Others
- My Health Journey
- Growth & Development

#### PE (Practical)

- Getting to Know Games
- Aboriginal Games
- Athletics
- Playing the Game
- Lifelong Physical Activity
- Target Games
- Moving in Time (Dance)

| UNIT   | Theory                                           |                                                    | Practical                                                               |                                                                |
|--------|--------------------------------------------------|----------------------------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------|
|        | SUBJECT CAPABILITIES                             | FORMATIVE AND SUMMATIVE INTEGRATED STRATEGIES      | SUBJECT CAPABILITIES                                                    | FORMATIVE AND SUMMATIVE INTEGRATED STRATEGIES                  |
| Unit 1 | Developing personal identity                     | This is Me Cross Curricular Project                | Developing confidence in physical activity (including Aboriginal games) | Application and reflection                                     |
| Unit 2 | Strengthening relationships                      | Written reflection on scenarios<br>Post Test       | Improving performance in athletics                                      | Athletics performances and reflection                          |
| Unit 3 | Maintaining balanced and healthy lifestyles      | Health Collage<br>Lifestyle Review<br>Post Test    | Improving overall levels of fitness                                     | Fitness Test application and reflection                        |
| Unit 4 | Effectively preparing for growth and development | Growth & Development<br>Personal Plan<br>Post Test | Developing accuracy and aiming skills<br>Creating movement sequences    | Target Games and Skills Stations<br>Developing dance sequences |



## Year 7 2021 Science Assessment Plan

|                    |                                             |
|--------------------|---------------------------------------------|
| Subject            | Science                                     |
| Teachers           | Mrs L Buckley, Mrs R Dawber, and Mr N Kelly |
| Leader of Learning | Mrs Lianne Buckley                          |

| Overview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Students will process and analyse data and information from first-hand investigations and secondary sources. By engaging in scientific inquiry, students develop their knowledge of and about science ideas and concepts. They explain how scientific knowledge changes as new discoveries and technological developments are made available.</p> <p>The Physical World strand develops an understanding of forces that affect the motion and behaviour of objects. The Earth and Space strand develops an understanding of the Earth as part of a solar system and that the Earth is subject to change as a result of natural processes. In the Living World strand students will gain an appreciation of the interdependence of living things and how they interact with each other and the environment. The Chemical World strand develops an understanding of the composition and behaviour of matter.</p> |

| Areas of Study                                                |
|---------------------------------------------------------------|
| Chemical World, Living World, Physical World, Earth and Space |

| UNIT                       | FOCUS: Knowledge and Understanding and Skills                                                                                                                                                                                                                                                                               | FORMATIVE AND SUMMATIVE INTEGRATED STRATEGIES                                                                                               |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Unit 1 - The Grow Project  | <ul style="list-style-type: none"> <li>- Classification of living things</li> <li>- Conducting investigations</li> <li>- Processing and analysing data and information</li> <li>- Communicating science ideas</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li>- Cross-curricular Portfolio</li> <li>- Introduction to scientific reports and task words</li> </ul> |
| Unit 2 - Mission To Mars   | <ul style="list-style-type: none"> <li>- Earth and our Solar System</li> <li>- Questioning and predicting</li> <li>- Planning Investigations</li> <li>- Conducting Investigations</li> <li>- Processing and analysing data and information</li> <li>- Communicating science ideas</li> </ul>                                | <ul style="list-style-type: none"> <li>- Cross-curricular Portfolio - Mars Lander</li> <li>- Scientific reports</li> </ul>                  |
| Unit 3 - CSI Chisholm      | <ul style="list-style-type: none"> <li>- Methods of Separating Mixtures</li> <li>- Questioning and predicting</li> <li>- Planning Investigations</li> <li>- Conducting Investigations</li> <li>- Processing and analysing data and information</li> <li>- Problem Solving</li> <li>- Communicating science ideas</li> </ul> | <ul style="list-style-type: none"> <li>- Cross-curricular Portfolio - Forensic investigation</li> <li>- Scientific Reports</li> </ul>       |
| Unit 4 - Beneath Your Feet | <ul style="list-style-type: none"> <li>- The Rock Cycle</li> <li>- Communicating using scientific language</li> </ul>                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>- Portfolio of Activities (student-directed)</li> <li>- Targeting task words</li> </ul>              |





## Year 7 2021 Technologies Assessment Plan

|                    |                                                |
|--------------------|------------------------------------------------|
| Subject            | Technology Mandatory                           |
| Teachers           | Mrs T Borkowski, Mrs K. Hanrahan, Ms O. Barzen |
| Leader of Learning | Mrs Tamara Borkowski                           |

### Overview

Technology Mandatory is a rich and complex subject that provides students with opportunities to become technologically literate individuals capable of developing creative solutions to identified problems and situations.

Students investigate how managed systems are used to sustainably produce food and fibre. They explain food selection and preparation, food safety, and make informed and healthy food choices. Students collect and interpret data from a range of sources to assist in making informed judgements.

Students explain how force, motion and energy can be used in systems, machines and structures. They investigate characteristics and properties of a range of materials, develop skills and techniques in the use of a broad range of tools and safely apply them in the production of projects.

### Areas of Study

Food Technology  
Agriculture  
Engineered Systems

| UNIT                       | FOCUS: SKILLS and COMPETENCIES                                                                                                                                                                                                    | FORMATIVE AND SUMMATIVE INTEGRATED STRATEGIES                                       |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Unit 1<br>The Grow Project | Investigation of managed environments. - The processes of food and fibre production.<br><br>Knowledge and understanding about managed systems that produce food and fibre.                                                        | Design and production folio<br><br>Product- Planter                                 |
| Unit 2<br>Mission to Mars  | Investigating how force, motion and energy can be used in systems, machines and structures.<br>Knowledge and understanding of how forces and the properties of materials affect the behaviour and performance of a space capsule. | Design and production folio<br><br>Product- Space Capsule                           |
| Unit 3<br>CSI Chisholm     | This is a STEM Cross curricula unit<br>Conducting Investigations<br>- Processing and analysing data and information<br>- Problem Solving                                                                                          | Cross-curricular Portfolio - Forensic investigation<br>Product – Robotics Challenge |
| Unit 4<br>Nourish          | Use of resources produced and harvested to sustain human life.<br><br>Characteristics and properties of food.                                                                                                                     | Design and production folio.<br><br>Product-Buddha bowl                             |



# ST BEDE'S CATHOLIC COLLEGE

## APPLICATION FOR LEAVE UP TO TEN DAYS

This form is required to be completed in cases where leave of absence for a period of three or more school days is requested. This documentation is required to be completed by both the parent/caregiver (Part A) and the student (Part B) not less than one week prior to the first day for which the first day of leave is requested.

Note also, in every case where a student is absent from a formal assessment task an Absence, Illness and Misadventure form must also be completed and attached to this request.

**Part A**

*To be completed by parent/caregiver; if exemption is sought for more than one student, separate applications need to be made*

| Student Details |      |                |           |
|-----------------|------|----------------|-----------|
| Family name:    |      | Given name(s): |           |
| Address:        |      |                | Postcode: |
| Date of Birth:  | Age: | Year:          | Homeroom: |

| Application for Leave                                      |       |     |                              |
|------------------------------------------------------------|-------|-----|------------------------------|
| If consecutive dates:<br>Dates exemption applied for:      | From: | To: | Total number of school days: |
| If non-consecutive dates:<br>Individual dates applied for: |       |     |                              |

| Reason for leave |
|------------------|
|                  |

| Parent/Caregiver Details |                          |  |
|--------------------------|--------------------------|--|
| Family name:             | Given name(s):           |  |
| Address:                 | Postcode:                |  |
| Contact telephone:       | Relationship to student: |  |

### Declaration/Signature

As the parent/caregiver of the abovementioned student, I understand that, if the leave is granted:

- I am responsible for the supervision of the student during the Period of Leave/Exemption
- the leave/exemption is limited to the period indicated
- the leave/exemption is subject to the conditions listed on the Certificate of Leave/Exemption
- the leave/exemption may be cancelled at any time.

I declare that the information provided in this Application for a Leave is, to the best of my knowledge and belief, accurate and complete. I recognise that, should statements in this application later prove to be false or misleading, any decision made because of this Application may be reversed.

Signature \_\_\_\_\_ Date \_\_\_\_\_

### Privacy Statement

The information provided will be used to process the student's application for an exemption from the requirement to enrol at and/or attend school. It will only be disclosed for the following purposes:

- general student administration relating to the education and welfare of the student
- communication with students and parents
- to ensure the health, safety and welfare of students, staff and visitors to the school
- State and national reporting purposes
- for any other purpose required by law.

The information will be stored securely. You may access or correct any personal information. If you have any concerns or complaints about the way your personal information has been collected, used or disclosed, please contact the school.

**Part B*****To be completed by student requesting exemption from attendance at school***

List all your subjects and teachers, including your homeroom teacher. You must show this application to each teacher to have them sign so they may discuss your intended leave period.

| Subject | Teacher | Teacher signature | Assessment due during period of leave? |
|---------|---------|-------------------|----------------------------------------|
|         |         |                   |                                        |
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|                      |            |
|----------------------|------------|
| Leader of Wellbeing: | Signature: |
|----------------------|------------|

In cases where you are absent from an assessment task, test or examination whilst you are absent you must also discuss this matter with your teacher or Leader of Learning.

| Student Declaration                                           |           |      |
|---------------------------------------------------------------|-----------|------|
|                                                               | Signature | Date |
| I do not have any assessments due during my period of absence |           |      |

Once you have completed and signed the relevant section above please return this completed form to the Assistant Principal for their comment and signature. The form will then be forwarded to the Principal for their final approval.

| Assistant Principal's Recommendation |                                                    |                                          |
|--------------------------------------|----------------------------------------------------|------------------------------------------|
| Recommended <input type="checkbox"/> | Conditionally Recommended <input type="checkbox"/> | Not Recommended <input type="checkbox"/> |
| Comment:                             |                                                    |                                          |
| Signature:                           | Date:                                              |                                          |

| Principal's Recommendation        |                                       |
|-----------------------------------|---------------------------------------|
| Approved <input type="checkbox"/> | Not Approved <input type="checkbox"/> |
| Comment:                          |                                       |
| Signature:                        | Date:                                 |



# ST BEDE'S CATHOLIC COLLEGE

## APPLICATION FOR EXTENDED LEAVE – TEN DAYS or MORE

## Appendix 2

To be completed by parent/caregiver for leave of 10 or more days **for the purpose of travel** within Australia and/or overseas. This documentation is required to be completed by both the parent/caregiver (Part A) and the student (Part B) not less than one week prior to the first day for which the first day of leave is requested.

Note also, in every case where a student is absent from a formal assessment task an Absence, Illness and Misadventure form must also be completed and attached to this request.

### Part A

*To be completed by parent/caregiver; if exemption is sought for more than one student, separate applications need to be made*

| Student Details |      |                |           |
|-----------------|------|----------------|-----------|
| Family name:    |      | Given name(s): |           |
| Address:        |      |                | Postcode: |
| Date of Birth:  | Age: | Year:          | Homeroom: |

| Application for Leave    |       |     |                              |
|--------------------------|-------|-----|------------------------------|
| Dates leave applied for: | From: | To: | Total number of school days: |
| Reason for travel:       |       |     |                              |

Relevant travel documentation, such as an eTicket (in case of flight bound travel) or itinerary (in the case of non-flight bound travel within Australia only), must be attached to this application.

|                                                               |                              |                             |                                 |
|---------------------------------------------------------------|------------------------------|-----------------------------|---------------------------------|
| <b>Are there any prior or current leave applications</b>      | Yes <input type="checkbox"/> | No <input type="checkbox"/> | (If yes, provide details below) |
| Dates of prior/current leave/exemption(s) applied for         | From:                        | To:                         | No of school days:              |
| Is a copy of prior/current Certificate of Exemption attached? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |                                 |

| Parent/Caregiver Details (applicant) |                          |           |
|--------------------------------------|--------------------------|-----------|
| Family name:                         | Given name(s):           |           |
| Address:                             |                          | Postcode: |
| Contact telephone:                   | Relationship to student: |           |

| Declaration/Signature |
|-----------------------|
|-----------------------|

As the parent/caregiver of the abovementioned student, I understand that, if the leave is granted:

- I am responsible for the supervision of the student during the Period of Leave/Exemption
- the leave/exemption is limited to the period indicated
- the leave/exemption is subject to the conditions listed on the Certificate of Leave/Exemption
- the leave/exemption may be cancelled at any time.

I declare that the information provided in this Application for a Leave is, to the best of my knowledge and belief, accurate and complete. I recognise that, should statements in this application later prove to be false or misleading, any decision made because of this Application may be reversed.

Signature of applicant/s \_\_\_\_\_ Date \_\_\_\_\_

| Privacy Statement |
|-------------------|
|-------------------|

The information provided will be used to process the student's application for an exemption from the requirement to enrol at and/or attend school. It will only be disclosed for the following purposes:

- general student administration relating to the education and welfare of the student
- communication with students and parents
- to ensure the health, safety and welfare of students, staff and visitors to the school
- State and national reporting purposes
- for any other purpose required by law.

**Part B - To be completed by student requesting exemption from attendance at school**

List all your subjects and teachers, including your homeroom teacher. You must show this application to each teacher to have them sign so they may discuss your intended leave period.

| Subject | Teacher | Teacher signature | Assessment due during period of leave? |
|---------|---------|-------------------|----------------------------------------|
|         |         |                   |                                        |
|         |         |                   |                                        |
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|         |         |                   |                                        |
|         |         |                   |                                        |

|                      |            |
|----------------------|------------|
| Leader of Wellbeing: | Signature: |
|----------------------|------------|

In cases where you are absent from an assessment task, test or examination whilst you are absent you must also discuss this matter with your teacher or Leader of Learning.

| Student Declaration                                            |           |      |
|----------------------------------------------------------------|-----------|------|
|                                                                | Signature | Date |
| I do not have any assessments due during my period of absence. |           |      |

Once you have completed and signed please return this completed form to the Assistant Principal for their comment and signature. The form will then be forwarded to the Principal for their final approval.

| Assistant Principal's Recommendation |                                                    |                                          |
|--------------------------------------|----------------------------------------------------|------------------------------------------|
| Recommended <input type="checkbox"/> | Conditionally Recommended <input type="checkbox"/> | Not Recommended <input type="checkbox"/> |
| Comment:                             |                                                    |                                          |
| Signature:                           | Date:                                              |                                          |

| Principal's Recommendation        |                                       |
|-----------------------------------|---------------------------------------|
| Approved <input type="checkbox"/> | Not Approved <input type="checkbox"/> |
| Comment:                          |                                       |
| Signature:                        | Date:                                 |