

CUMBERLAND HIGH SCHOOL

YEAR 7

ASSESSMENT INFORMATION
AND SCHEDULES



2024

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Contact Information 2024



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KEY PEOPLE

PRINCIPAL.....	Mr Fulwood
DEPUTY PRINCIPAL – Years 7, 9 and 11	Mrs Shadwick
DEPUTY PRINCIPAL – Years 8, 10 and 12	Mrs Ashton

HEAD TEACHERS

ENGLISH	Mr Duhigg
MATHEMATICS.....	Mr Bell
SCIENCE.....	Mr Walford
HSIE (Human Society and Its Environment)	Mr Condell
FACULTY OF THE ARTS.....	Mr Andrews
PDHPE (Personal Development, Health & Physical Education).....	Mr Wilson
TAS (Technology and Applied Studies)	Ms Czislowski
ADMINISTRATION.....	Mr Thomas
LEARNING DESIGN & WELLBEING.....	Ms Bovill
TEACHING AND LEARNING	Mr Lummis
SECONDARY STUDIES	Mr Wilcox

STUDENT ADVISORS

YEAR 7	Mr Chan
YEAR 8	Ms Coster/Mr Duffy
YEAR 9	Mr Kwan
YEAR 10	Ms Isachsen/Ms McCubbin
YEAR 11	Mr Langdon
YEAR 12	Mr Pillay

Introduction for Junior School Students

This document has been developed to make clear the procedures, expectations and rules about assessment at Cumberland High School.

The first pages are the school's policy on assessment.

The remaining pages are the assessment schedules for each subject, including:

- the assessment tasks which will take place throughout the year
- how much each task is worth
- when each task will occur/ due date

WHAT IS ASSESSMENT?

Assessment is how teachers measure your success as a learner.

ASSESSMENT OF LEARNING determines your level of performance on a specific task or at the conclusion of a unit of work, a school year or stage. The information gained from this type of assessment is often used in reporting. It is a mandatory part of each course you study.

ASSESSMENT FOR LEARNING gives you opportunities to produce work that leads to the development of knowledge, understanding and skills. Teachers decide how and when to assess your achievement, as they plan the work you will do, using a whole range of strategies including self-assessment and peer-assessment.

TABLE OF ASSESSMENT TYPES	
Assessment Of Learning (Formal assessment) These assessments usually occur at the end of a unit to check your overall understanding:	Assessment For Learning (Informal assessment) To check your progress along the way and make sure that you are learning as the teacher moves through the unit of work:
<ul style="list-style-type: none">• Assessment tasks/ unit tests	<ul style="list-style-type: none">• Observation of student learning
<ul style="list-style-type: none">• Projects / Research Assignments	<ul style="list-style-type: none">• Classroom activities
<ul style="list-style-type: none">• Oral Engagement / Presentations	<ul style="list-style-type: none">• Homework assignments
<ul style="list-style-type: none">• Practical Tasks and Artworks	<ul style="list-style-type: none">• Mini tests
<ul style="list-style-type: none">• Portfolios	<ul style="list-style-type: none">• Group and pair work
<ul style="list-style-type: none">• Practical performances and compositions	<ul style="list-style-type: none">• Experiments/performances
<ul style="list-style-type: none">• Half Yearly and Yearly examinations	<ul style="list-style-type: none">• Bookwork

HOMEWORK GUIDELINES

Homework is a very important part of learning. You are responsible for regularly reviewing and consolidating at home the work which has been covered in lessons. This is complemented by formal work including projects and assignments, which are set by the class teacher.

Homework is an important part of the Curriculum but varies with different subjects and individual student needs. Homework will not necessarily be given every night in each subject. It is expected that you develop a pattern of regular revision.

Homework needs to be balanced with family, social and extracurricular activities.

You can help yourself by:

- writing down all details of homework in your school diary
- recording due dates for tasks and major assignments in your diary
- planning your homework task completion appropriately - not leaving work to the last minute
- ensuring your homework is completed to a high standard and
- submitting assigned work punctually.

Assessment Procedures

Assessment Task Notification

At least 2 weeks prior to an assessment task, students will be provided with a written assessment notice containing information on the task, the outcomes to be assessed and a marking criteria.

Assessment Deadlines and Attendance

Students need to manage their time to meet assessment deadlines.

When an assessment task takes the form of research or a practical, which is to be completed at home and submitted on or before a set date, it must be submitted at the start of the lesson unless otherwise at the time stated in the notification.

When an assessment task is during class time, students must attend school for all lessons on that day. (i.e. a student cannot miss lessons to prepare for their assessment task).

Where assessment deadlines are not met and the Illness or Misadventure policy does not apply, students will receive a zero mark and a letter will be sent home notifying parents and guardians.

Electronic Submission of Assessment Tasks

You are not to assume that you may submit assessment tasks by email or by other digital media. However, on some occasions the Head Teacher or Teacher may allow you to submit electronically. Head Teachers/ Subject Teachers may also require you to hand in a printed copy of the task. Any such instructions will be made clear to you on the assessment task notification.

- When this is required or permitted, your task may be submitted on USB or by email. When electronic submission does occur, the following rules will apply:
 1. The school will not be responsible for unreadable, unusable or virus infected files or media.
 2. The school will only accept assessment tasks which are written in applications to which school staff have ready access, and in a format which can be read by most school computers.
 3. The assessment task should be readily identifiable.
- An assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied.
- The school will not be responsible for not receiving emails. If submitting work by email, you must request that the teacher let you know that he/she has received your work. Teachers will acknowledge receipt as soon as possible. Only receipts generated by the school's email system will be considered valid. If you do not receive a receipt within a reasonable time, it will mean that the teacher did not receive your work.

Illness or Misadventure

Students who are absent from school on the day of an assessment task, examination or the day a hand-in task is due, must supply acceptable documentation:

- A Doctor's Certificate for illness
- A completed and signed [Illness / Misadventure Form](#) (copy attached at the back of this book). You may print this directly from the Cumberland High School [website](#) (Year Group Information / General Forms, or ask for a blank copy from the relevant Head Teacher.

These two documents must be returned to the relevant Head Teacher/Deputy on their first day back at school.

Once this documentation has been received by the relevant Head Teacher, they will then determine the appropriate action. This may involve the student sitting the task on the same day or an alternate date will be confirmed.

If the required medical and misadventure documentation is not provided and this process is not followed, the student will receive a zero mark and a letter of Academic Concern will be sent home notifying parents or guardians.

Assessment Absence due to Suspension

All assessment tasks must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to suspension will NOT be entitled to apply for an extension or assessment reschedule.

At the time of suspension, the Deputy Principal will notify the relevant teachers of the student's suspension. The following procedures will then apply:

- hand-in assessment tasks – the student is responsible for ensuring that all hand-in tasks received prior to the suspension being imposed which are due during the period of suspension are submitted on time, either by delivery to the school by a third party, or online, whichever is applicable;
- in-class assessment tasks / examinations – the relevant faculty head teacher and/or class teacher will reschedule an alternative date for the task, which will be communicated to the student.

The consequences of not following these procedures may result in a zero mark being awarded.

Non-School Sport and Other Activities – Procedures for Students to Follow

Cumberland High School supports students who participate in both school-based and non-school-based sporting and other activities.

Generally, school-based sporting or other activities do not impact on the distribution/sitting/handing-in of assessment tasks since school routines and calendars accommodate and communicate this information in advance.

The following guidelines apply for students who participate in non-school-based sporting or other activities where there is the potential to impact upon the distribution/sitting/handing in of assessment tasks:

1. Student provides teacher with notice of the activity occurring prior to the scheduled assessment. This must include a letter from the parent/caregiver that lists the date, timing, event and location of the activity.
2. Teacher informs Head Teacher.
3. Depending on the nature of the task, a decision is made to provide an alternative option for the student.
4. Student is informed as soon as convenient of the arrangements.

Appeals Procedures

If a student feels there is a problem with the marking or administration of an assessment task, he or she should discuss the matter with the relevant Faculty Head Teacher. If the issue is not resolved, the student should discuss the issue with the Deputy Principal of their year group.

Student Rights and Responsibilities

Students have the **right** to:

- be informed of the assessment policies of your school and NESA.
- receive clear guidelines relating to the requirements of each assessment task including a minimum of a 2-week written notification on all assessment tasks (incl. formal examinations).
- be told in advance of the due date for each assessment task with a minimum 2-week notification.
- calmly discuss any concerns regarding the marking of the task on return of the task.

Students have the **responsibility** to:

- ensure that **all work is their own** and avoid behaviour that could be considered malpractice/cheating, including plagiarism.
- become familiar with and follow the assessment requirements set by the school.
- complete all set tasks on-time, or talk to their teacher about what is required if they can't meet a deadline.
- follow up any concerns they have with tasks at the time they are marked and returned.

Ethical Practice

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an assessment task and examination means, but there are other types of behaviour that are also considered cheating.

Here are some examples of behaviour considered to be cheating:

- copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as your own.
- using material directly from books, journals, or the internet without acknowledging the source.
- producing work that has been memorised and contains a large contribution from another person, such as a parent, coach or subject expert that is not acknowledged.
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.

Cumberland High School and NESAs treat cheating in all assessment tasks including written examinations and practical works very seriously.

Depending on the circumstances of the case, zero marks may be awarded for part or all of the assessment.

It is important to have support from teachers, parents and friends when you are working on your assessments, but you must not let them do your work for you.

Remember that doing your own work is not only about learning, it adds to your overall sense of achievement.

Rules for Examinations/Assessment Tasks – Years 7 to 9

GENERAL RULES (Which apply to ALL examinations and assessment tasks)

- NO electronic devices, except NESAs approved calculators (with memory cleared) may be brought into the examination room.
- Candidates must ensure that their **mobile phone(s) is turned off**, (or preferably secured at home or the front office) and not with them while sitting an **examination** nor an **in-class assessment task**.
- Candidates must enter the examination venue silently.
Complete silence MUST be adhered to whilst candidates are in the examination hall.
- Bags, containing notes/mobile phones/watches, are to be left in an orderly fashion at the back of the examination hall, or at the front of a classroom for an in-class assessment task.
- Candidates are to remove their watches as these are no longer permitted – these must be secured elsewhere.
- Only clear, plastic pencil cases may be taken to examination desks.
- Candidates MUST sit facing the front and are NOT to turn around or look at any other candidates' paper.
- Candidates are NOT to communicate with any other candidates in any way.
- Candidates must remain for the entire duration of every examination.
- Candidates must avoid the need to go to the toilet as best as possible. No candidates will be permitted to go to the toilet in the first hour or last half hour of the examination.
- Food and drink are NOT permitted in the exam hall. Water, in a clear plastic bottle is permitted.
- Candidates MUST obey all reasonable instructions given by supervisors.
- Borrowing is NOT permitted.
- No equipment will be lent by the faculty, unless specified by the faculty – e.g. Japanese Dictionary
- Candidates must NOT pick up their writing implements until reading time has ceased and writing time has started.
- All enquiries are to be addressed to supervising staff by candidates raising their hand and waiting patiently.
- Codes of Conduct/School Rules apply during ALL exams.
- NO exam papers or the writing paper provided is to be removed from the examination hall by a student.
- For shorter length exams, classes will quietly depart the hall when dismissed by the supervising teachers.

IMPORTANT FOR YEAR 7-10 STUDENTS:

If the above examination rules are not followed, you may receive a ZERO MARK and be removed from the examination and referred to the Head Teacher / Deputy Principal.

Disability Provisions

You may be granted disability provisions if you have:

- visual or auditory difficulties
- learning difficulties
- fine motor difficulties
- illnesses such as diabetes
- ongoing injuries that will impact on your ability to complete an assessment task
- psychological difficulties

(Your parents/guardians are responsible for providing all documentation and informing the school of your disability)

Successful applicants will be granted provisions that are appropriate as determined by the Board of Studies or the School. These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing (in exceptional circumstances), large print examination papers or examinations printed on coloured paper.

In circumstances where you have a temporary condition, such as an injury, which may affect school assessments or examinations but is not relevant for consideration by the Board of Studies you may apply to the Deputy Principal for the temporary approval for appropriate disability provisions. Medical or other appropriate evidence will be required.

Administration of Disability Provisions within the School

Some Disability Provisions, such as the provision of a Writer and/or Reader, require resources which may, at times, be difficult for the school to provide. To ensure that we support you as best we can, the following procedures should be followed:

1. For extra time for assessment tasks (such as in-class tests) you should notify your teacher as soon as you receive your assessment notification. It will be the responsibility of the teacher to liaise with the Head Teacher to accommodate extra time. Separate supervision will not be provided.
2. For the use of a personal computer, he/she will ensure that no inappropriate material/software is available on the computer. The following rules will apply:
 - a. You may not use functions such as spell checking or grammar checking, or other computer functions which may give you an advantage over others sitting a pen and paper examination.
 - b. You are not to format your work beyond simple paragraphing and other conventions which would be accessible to a student sitting a pen and paper examination.
 - c. A computer calculator is not an approved calculator for the purposes of Board of Studies Examinations.
 - d. Simple drawing programs are permitted where you are required to draw diagrams etc. for an assessment task.
 - e. For the purposes of ensuring compliance with these rules, you may be closely supervised when using personal computers.

Reporting to Parents

FORMAL SCHOOL REPORTS

The school formally reports on student progress twice each year: a Semester 1 report (Half-Yearly Report) for Years 7-12 and a Semester 2 report (Yearly Report) for Years 7, 8, 9 and 10, issued at the end of Term 4.

Half-Yearly and Yearly Reports will provide information concerning your progress within each course. For Years 7-10, Grades (A to E) will reflect your achievement within the subject. The following additional information will be provided for each course:

- A number of statements indicating the degree to which you are succeeding in your study of the subject
- A learning profile reflecting your commitment and attitude towards learning
- Extra-curricular involvement will also be reported. (Extra-curricular activities are the things you do other than normal school work e.g. Debating, SRC etc.)

It is the responsibility of the Head Teacher to ensure that, as far as possible, final grades are an accurate reflection of each student's achievement of the course outcomes. Hence the Head Teacher may exercise appropriate professional judgment in finalising marks to ensure that this requirement is met and that marks reflect an appropriate pattern of grades.

All students will participate in a Report Conference after receiving a report. During this conference students will evaluate their progress during the semester and set learning goals for the next semester.

Meaning of Grades	
For half-yearly and yearly reports, Head Teachers give you a grade to reflect your academic achievement within each course. The meaning of grades allocated to you is explained as follows:	
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.

Assessment Schedules:



Year 7 English

In Year 7 English, students are introduced to the variety of text types studied in high school. They will read, write, view, listen to and perform a range of classic and contemporary written, multimodal and spoken texts from a range of cultures. They will develop skills in interpretation and evaluation as they compose responses individually and collaboratively. Students will be introduced to explanations and analysis to explain how texts are influenced by context, purpose and audience.

Overview of Year 7 English Content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">• Indigenous Voices• We are going on a journey	<ul style="list-style-type: none">• Contemporary Drama• Survival

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks through the year:

TASK	WEIGHTING	DUE
Creative writing + Reflection Statement	35%	Term 2, Week 1
Multimodal Presentation	35%	Term 3, Week 1
Yearly Examination	30%	Term 4, Week 2
	100%	

Year 7 Mathematics

The mathematics syllabus outcomes are arranged into stages. Each stage is covered over a 2 year period. Years 7 and 8 follow the Stage 4 course.

By the end of Stage 4, students use mathematical terminology, algebraic notation, diagrams, text and tables to communicate mathematical ideas, and link concepts and processes within and between mathematical contexts. They apply their mathematical knowledge, skills and understanding in analysing real-life situations and in systematically exploring and solving problems using technology where appropriate.

Students develop fluency with a range of algebraic techniques and in the solution of familiar problems. In solving particular problems, they compare the strengths and weaknesses of different strategies and solutions.

Overview of Year 7 Mathematics course content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">• Angle Relationships• Computation with Integers• Fractions, Decimals & Percentages• Algebraic Techniques	<ul style="list-style-type: none">• Probability• Length, Perimeter & Area• Time• Indices

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Term 1 Examination	20%	Term 1, Week 6
Half Yearly Examination	30%	Term 2, Week 6
Term 3 Examination	20%	Term 3, Week 8
Yearly Examination	30%	Term 4, Week 3
	100%	

Note: For all assessment tasks, only NESA Approved Calculators may be used.

http://www.boardofstudies.nsw.edu.au/hsc_exams/calculators.html

Year 7 Geography

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Through the study of Geography, students are encouraged to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

The study of Geography enables students to become informed, responsible and active citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

Year 7 Geography students will study the following courses as an introduction to Geography.

Overview of Year 7 Geography Course Content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">• Introduction to Geography• Place and Liveability	<ul style="list-style-type: none">• Landforms and Landscapes• Hazards and Disasters

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
TASK 1: Place and Liveability Task	30%	Term 2, Week 5
TASK 2: Landforms and Landscapes Task	30%	Term 3, Week 7
TASK 3: Yearly Examination	30%	Term 4, Week 3
	100%	

This is a WHOLE year course.

Year 7 History

Year Seven History students will study areas including Personal History, Ancient Egypt, Ancient Greece, Ancient China and Ancient Rome.

Overview of Year 7 History Course Content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">Investigating the Ancient Past	<ul style="list-style-type: none">Ancient EgyptAncient GreeceAncient ChinaAncient Rome

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Investigating the Ancient Past Research and In Class Task	30%	Term 2, Week 2
Ancient Egypt task	30%	Term 3, Week 1
Yearly Examination: Historical skills, Ancient Egypt and Ancient Greece	40%	Term 4, Week 2
	100%	

This is a WHOLE year course.

Year 7 Japanese

Students will engage in interactive language activities using a range of digital learning tools to support their literacy development in learning an additional foreign language. With a focus on achieving communicative goals, students will be involved in comprehending and producing Japanese text in a variety of situations. Through practical, cross-cultural learning opportunities, students will develop the ability to reflect on the influences of cultural values on language practices in Japanese, Australian and other societies.

Overview of Year 7 Course Content

There will be two main themes of study – Personal World and The Wider Community.

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">• Nice to Meet You• School Routine• Food and Drinks	<ul style="list-style-type: none">• Travel• Celebrations• Cultural studies

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Self-introduction	40%	Term 2, Week 2
Bilingual flyer	30%	Term 2, Week 10
Greeting card	30%	Term 3, Week 9
	100%	

Year 7 Music

In Year 7 Music students will engage in listening, performing and creative activities. Students will experience a wide variety of musical styles and genres. The focus is the development of practical skills on the guitar, ukulele or keyboard and the study of the musical concepts to develop students' knowledge of the language of music.

Overview of Year 7 Music Course Content

Course Topics:	Learning Experiences:
<ul style="list-style-type: none">• Musical Concepts• Performance Skills• Musical Instruments	<ul style="list-style-type: none">• Performing• Composing / Arranging• Listening

Performing - Students perform on an instrument of their choice. There are solo instrumental performance opportunities as well as group ensemble performances.

Composing/ Arranging - Students create original compositions in various styles and formats. Students also modify, mix and arrange the works of other artists/composers.

Listening - Students develop aural listening skills and they respond by describing and notating what they hear. All of the musical concepts form the basis of aural studies: Pitch, Duration, Dynamics & Expressive Techniques, Tone Colour, Texture and Structure.

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Class test – listening & theory	30%	Term 2, Week 4
Composition	30%	Term 3, Week 7
Performance	40%	Term 4, Week 2
	100%	

Year 7 Personal Development, Health and Physical Education (PDHPE)

The aim of the *PDHPE Years 7–10 Syllabus* is to develop students' capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity.

The content is presented in three content strands and the syllabus requires study from each strand in each of the Years 7 to 10.

- Strand 1 Health, Wellbeing and Relationships*
- Strand 2 Movement Skill & Performance*
- Strand 3 Healthy, Safe and Active Lifestyles*

Effective learning in PDHPE is underpinned by the development of skills that assist students to adopt a healthy, active and fulfilling lifestyle. The skills developed in PDHPE are categorised into three domains:

- Self-management skills
- Interpersonal skills
- Movement skills

Overview of Year 7 PDHPE course content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none"> • Get Active • Life's Hurdles • Practical: Fundamental Movement Skills, Cross country and Athletics 	<ul style="list-style-type: none"> • This is Me • Let's Get Along • Practical: Court Games and World Games

Assessment Schedule – Semester 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Get Active	30%	Term 1, Week 6
Practical Evaluation- Semester One	20%	Ongoing assessment in practical lessons throughout Semester One.
This is Me	30%	Term 3, Week 8
Practical evaluation- Semester Two	20%	Ongoing assessment in practical lessons throughout Semester Two.
	100%	

Year 7 Science

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Scientific knowledge is contestable and is revised, refined and extended as new evidence arises or existing evidence is re-conceptualised. The study of science is a collaborative, creative endeavour and has led to a dynamic body of knowledge organised as an interrelated set of models, theories, laws, systems, structures and interactions. It is through this body of knowledge that science provides explanations for a variety of phenomena and enables sense to be made of the natural world.

The study of science enables students to develop a positive self-concept as learners and gain confidence in and enjoyment from their learning. Through active participation in challenging and engaging experiences, they become self-motivated, independent learners. Their understanding of science and its social and cultural contexts provides a basis for students to make reasoned evidence-based future choices and ethical decisions, and to engage in finding innovative solutions to science-related personal, social and global issues, including sustainable futures.

Overview of Year 7 Science content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none"> • M1 – Waterworld • M2 - Transformers 	<ul style="list-style-type: none"> • M3 – Circle of Life • M4 – RockNrolla

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Working Scientifically Task (Skills from the <i>Working Scientifically</i> strand. Incorporates extracting and reorganizing information in the form of flow charts, tables, graphs, diagrams, prose, keys, spreadsheets and databases. Safely undertaking 1 st - hand investigations)	25%	Term 2, Week 4
Depth Study (Mandated in the NSW Science Syllabus for the Australian Curriculum, all students in Stage 4 are required to undertake one individual project involving secondary source research)	35%	Term 3, Week 8
Yearly Examination (All topics studied this year)	40%	Term 4, Week 3
	100%	

Year 7 Technology Mandatory – Digital Technologies

Technology Mandatory provides the opportunity for students to learn about a variety of technologies and to use a range of materials, tools and techniques relevant to the needs of society. Students will learn advanced features of Excel including scripting that they can use to interpret data by creating a range of interactive charts and infographics to visually represent a set of data. Students will be provided with the opportunity to develop computational, systems and design thinking skills through the development of practical coding projects. The course provides students with specialised knowledge of past, current, and advancing coding techniques including binary code, Java script and HTML. Students also examine the roles of people involved in information and software technology.

Topics: Semester 1 and Semester 2	
<ul style="list-style-type: none"> • Workplace Health & Safety • Design Process • Excel features/application • Coding languages • Data and data dashboard 	<ul style="list-style-type: none"> • Microcontrollers • Roles of Designers • Communicating Designs • Practical Skills Development in context areas

FEES APPLICABLE - There is a mandatory cost associated with this subject. These fees cover the cost of the required resources. Fees are **due by Friday, Week 4 in Term 1**. If there is any issue with the payment of fees, please contact the school.

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout a Semester, and alternate with Technology Mandatory-Engineering for the other Semester:

SEMESTER 1		
TASK	WEIGHTING	DUE
Part A - Portfolio Part B - Practical Project	20% 60%	Term 2, Week 2
Context Area Examination	20%	Term 2, Week 4
	100%	

SEMESTER 2		
TASK	WEIGHTING	DUE
Part A - Portfolio Part B - Practical Project	20% 60%	Term 4, Week 2
Context Area Examination	20%	Term 4, Week 4
	100%	

Year 7 Technology Mandatory – Engineering

Technology Mandatory provides the opportunity for students to learn about a variety of technologies and to use a range of materials, tools and techniques relevant to the needs of society. The Engineered Systems context focuses on how force, motion and energy can be used in systems, machines and structures. Students are provided with opportunities to experiment and develop prototypes to test their solutions. They understand how forces and the properties of materials affect the behaviour and performance of engineered systems, machines and structures. Knowledge of these principles and systems enables the design and production of sustainable, engineered solutions.

Topics: Semester 1 and Semester 2	
Term 1: Articulated Claw Grabber <ul style="list-style-type: none"> • Types and Impact of Forces • Simple Machines • Introduction to the Engineering Process 	Term 2: Rubber Band Race Car <ul style="list-style-type: none"> • Indigenous Engineering Systems • Types of Energy • Application of the Engineering Process

FEES APPLICABLE - There is a mandatory cost associated with this subject. These fees cover the cost of the required resources. Fees are **due by Friday, Week 4 in Term 1**. If there is any issue with the payment of fees, please contact the school.

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout a Semester, and alternate with Technology Mandatory-Digital for the other Semester:

SEMESTER 1		
TASK	WEIGHTING	DUE
Part A - Portfolio Part B - Practical Project	20% 60%	Term 1, Week 10
Context Area Examination	20%	Term 2, Week 4
	100%	

SEMESTER 2		
TASK	WEIGHTING	DUE
Part A - Portfolio Part B - Practical Project	20% 60%	Term 3, Week 10
Context Area Examination	20%	Term 4, Week 4
	100%	

Year 7 Visual Arts

Visual Arts fosters interest and enjoyment in the making and studying of art. Students learn to express themselves through creative activity and engage with the artistic, cultural and intellectual work of others.

Overview of Year 7 Visual Arts Course Content

Students learn to make artworks in a sustained way and work toward the development of a body of work which shows the various ways the artist – artwork – world – audience have been understood in an artist’s practice. They also develop skills to critically and historically interpret art and to make informed judgements about artists and the art world.

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">• Elements of Art	<ul style="list-style-type: none">• Me, Myself and I (Portraiture)

FEES APPLICABLE - There is a mandatory cost associated with this subject. These fees cover the cost of the required resources. Fees are **due by Friday, Week 4 in Term 1**. If there is any issue with the payment of fees, please contact the school.

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Artmaking Task 1	50%	Term 2, Weeks 2-3
Artmaking Task 2	50%	Term 3, Weeks 9-10
	100%	



Cumberland High School

Illness / Misadventure Form

Student Name: Date:

Subject: Teacher:

Task Number/Title: Date of task:

REASON FOR NON-SUBMISSION <i>(please circle)</i>		
Illness	Approved Leave	Approved School Activity
Misadventure	COVID - Related	Other

Explanation:

.....
.....
.....

You must attach supporting documentation.

Illness must be accompanied by a Medical Certificate.

Student Signature: Date:

Parent Signature: Date:

Approved

Not Approved

Classroom Teacher Signature: Date:

Faculty Head Teacher Signature: Date:

Comments:

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.....
.....



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Comments:

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