



Keira High School

Stage 4 Assessment Booklet 2024



Keira High School

Great traditions, a confident future.

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PRINCIPAL'S MESSAGE

This booklet has been prepared by Head Teachers, in consultation with Stage 4 teachers, and reflects the rules and procedures determined by NESA as published on the Assessment, Certification and Examination (ACE) website <https://ace.nesa.nsw.edu.au/>.

The information in the booklet outlines the assessment program to enable students to successfully complete the Stage 4 Course in order to move ahead into Year 9 and 10 (Stage 5). By developing an organised approach to their schoolwork, students will find it easier to cope with the workload and also will become better prepared for the demands of the senior school.

The purpose of this booklet is to give you information about assessments and Course work that will be used to determine a student's overall achievement in relation to the Course Outcomes. The awarding of a Record of School Achievement at the completion of Year 10 is conditional upon students meeting course outcomes. Excellent attendance and a diligent approach to schoolwork are essential requirements.

It is extremely important for you to continue to work consistently and to complete all the assessment tasks on or before the due date. Your teachers will help you plan your work but remember that it is your responsibility to develop an appropriate work schedule. Each student should make full use of their school diary and the assessment planners at the end of this booklet.

It is important that you read the booklet carefully and discuss the information it contains with your parents/caregivers and teachers. If you have any questions regarding assessment procedures, you should talk, in the first instance, with the relevant Head Teacher and/or your Year Adviser.

Please keep this booklet in a safe place, as you will need to refer to it from time to time during the course.

I would also strongly recommend that all students read the relevant syllabus documents for each of their courses. A personal copy of each syllabus can be downloaded and printed from the NSW Educational Standards Authority website (www.educationstandards.nsw.edu.au).

I hope that you find Years 7 and 8 challenging and exciting years. On behalf of the staff of Keira High School, may I wish you the very best of luck throughout your Stage 4 courses.

Mr S Frazier
Principal

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

The Record of School Achievement (RoSA) is the credential that recognises the school achievements of students who leave school before completing the Higher School Certificate (HSC).

To be eligible for the RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- undertaken and completed courses of study that satisfy the NSW Education Standards Authority's curriculum and assessment requirements for the RoSA;
- complied with any other regulations or requirements (such as attendance) imposed by the NSW Education Standards Authority; and
- completed Year 10.

The RoSA records:

- school-based assessment grades for each subject completed by a student in STAGE 4 (Years 9 and 10)
- school-based assessment grades for any grades for Year 11 (Preliminary HSC) courses completed
- evidence of the student's enrolment in an HSC course if the student starts a course but leaves school before completing it
- the results of any VET or Life Skills courses completed in Year 10 and/or Year 11.

After a student has advised the school of their intention to leave before completing Year 12, the school informs the NSW Education Standards Authority that the student has left school. The NSW Education Standards Authority will send a PDF of the RoSA to the student's online account soon after. Students should make sure that they have activated their Students Online account and checked that their email address is correct. All students are able to retrieve an interim result report that will show their cumulative results depending on the Stage they are up to at school.

NESA COURSE REQUIREMENTS

To be eligible for the award of the Record of School Achievement (RoSA), you must have satisfactorily completed each course developed or endorsed by NESA and

- followed the course developed or endorsed by NESA;
- applied yourself with diligence and sustained effort to the set tasks and experiences provided by the school; and
- achieved some or all of the course outcomes.

LIFE SKILLS

If you have completed any Life Skills courses, you will receive a Life Skills Profile of Student Achievement at the same time as the RoSA.

NSW EDUCATION STANDARDS AUTHORITY LITERACY AND NUMERACY TESTS

If you leave school before completing your HSC can sit optional online tests in literacy and numeracy. The test reports give an overview of a student's level of achievement in literacy and numeracy, focusing on the skills required by school-leavers for employment and further education.

GENERAL INFORMATION

STAGE 4: YEARS 7 AND 8

You will be required to complete a program of formative and summative assessment tasks for each of your courses. These tasks will determine your level of achievement and engagement in all of your subjects and whether you require extra support.

The purpose of school assessment is to provide an indication of your attainment of course outcomes with reference to specified standards of performance and measured over the entire course rather than at a single point in time. Students may be awarded a grade by their school for each of the courses they have studied in STAGE 4. The grades are based on a set of Course Performance Descriptors developed by the NSW Education and Standards Authority (NESA).

All assessment marks will be derived from the performance of various set tasks during the STAGE 4 course. These tasks will vary according to the particular subject but could include tests, essays, practical work, fieldwork and oral tasks. The advantage of this system is that it provides both an extended period of time and variety of activities in which to demonstrate your ability.

MANDATORY REQUIREMENTS

Students must study and satisfactorily complete the following courses as stated by the NSW Education Standards Authority (NESA) and Department of Education (DoE):

- English Mandatory (500 hours Years 7–10)
- Mathematics Mandatory (500 hours Years 7–10)
- Science Mandatory (500 hours Years 7–10)
- Human Society and Its Environment Mandatory Geography (200 hours Years 7–10)
- Mandatory History (200 hours Years 7–10)
- Personal Development Health and Physical Education Mandatory (300 hours Years 7–10)
- Creative Arts Mandatory Visual Arts and Music (100 hours in each subject completed by the end of Year 10 but preferably in Years 7 and 8)
- Languages Mandatory- one language to be studied over one continuous 12 month period (100 hours between Years 7–10 but preferably in Years 7–8)
- Technology Mandatory Technology (200 hours Years 7-8 only)

COMPLETION OF MANDATORY REQUIREMENTS

To be eligible for the credential of the Record of School Achievement (RoSA) at the end of Year 10 students must meet the Stage 4 mandatory requirements.

ASSESSMENT POLICY

Teachers are to undertake assessment to collect information about students' learning. This will occur through both formal and informal activities. "Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the syllabus outcomes within a Stage". *NESA -NSW*

Syllabuses for the Australian Curriculum Assessment in Years 7 and 8:

- is central to the curriculum and built into teaching and learning experiences
- should take in as many outcomes as practical in one task
- is complex and requires engagement over time
- provides opportunities for students to show what they know and can do
- provides opportunities for students to display their achievements in different ways and to work in a range of situations
- provides opportunities for students to reflect on their work within the task.

Assessments are planned so that:

- students can demonstrate achievement of outcomes for the relevant Stage of learning
- a variety of strategies are used
- processes are efficient and manageable for students and staff
- rubrics are provided to students explaining what students need to do to achieve
- valid and reliable data can be collected
- common tasks can be adjusted to meet the needs of students.

Assessment provides information of student achievement at that point in time and is formally communicated to parents via reports twice a year. However, students receive informal feedback throughout the year. Stage 4 assessment tasks are inbuilt into the expected teaching and learning activities within a unit or module. Tasks that are designated as assessments will be clearly indicated to the student. Rubrics and marking guidelines will also be provided ensuring students know what is expected of them. NESA recommends that teachers provide a range of assessment opportunities to gather and evaluate evidence of a student's learning.

Teachers vary the type of assessment activity and the way evidence of learning is collected based upon the:

- outcomes being assessed
- evidence to be gathered
- teaching and learning activity
- context
- students' learning needs.

There are three types of assessment:

Assessment *for* learning (*Formative*):

- is formative and is used to clarify student learning and understanding
- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular study routine
- involves teachers, students and parents reflecting on the purpose of learning tasks
- is inclusive of all learners and their diverse learning needs.

Assessment *of* learning (*Summative*):

- is summative and used at defined key points during a unit of work
- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across other audiences.

Assessment *as* learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self- assessment to build on prior knowledge
- encourages peer assessment, self-assessment, reflection and lifelong learning.

NOTIFICATION OF ASSESSMENT TASK

If students have an assessment task for a specific subject they will be notified in writing of the specific details at least two weeks prior to the task.

The written notification will include:

- The date and time of the task and/or when the task is due
- Outcomes assessed
- Description of the nature of the task
- Task may include a weighting
- Marking criteria

HOW TO SUBMIT AN ASSESSMENT TASK

In class assessment task:

- These tasks are supervised by the class teacher and collected at the end of the lesson.
- On the day of an in class assessment task, you must be present from the beginning of the day and attend all lessons prior to the assessment task. Failure to do this may result in a mark of zero.
- If you know you will be absent from school on the date of an in-class assessment task, you must speak to the appropriate Head Teacher before the assessment date to ensure arrangements are made for the completion of the assessment task. Failure to do this may result in a mark of zero.

Take home assessment task:

These are the tasks that you are required to complete by a due date.

- If the assessment task notification indicates electronic submission: The assessment task must be submitted on the identified platform (for example: Google Classroom) by 8.45am. Failure to do this may result in a mark of zero. Any technology breakdowns are not a valid or acceptable reason for late or non-submission of assessment task.
- If the assessment task notification indicates a hard copy submission: The assessment task must be submitted to the class teacher in the allocated class period on the due date. Failure to do this may result in a mark of zero.
- If you know you will be absent from school on the due date of an in-class assessment task, you must submit the assessment task to the class teacher prior to the due date. Failure to do this may result in a mark of zero.

WHAT TO DO IF AN ASSESSMENT TASK CANNOT BE COMPLETED

In-class assessment task:

- If you are unable to attend class to complete an in class assessment task, the Head Teacher of the course must be informed by phone or email on or before the day of the task.
- If you were absent for an in-class assessment task you must see the relevant Head Teacher of the course on the first day of your return to school to negotiate an alternate time or task.

Take home assessment task:

- If you are unable to attend school to submit a take home assessment task, the Head Teacher of the course must be informed by phone or email on or before the day of the task.
- If you were absent and unable to submit a take home assessment task you must see the relevant Head Teacher of the course on the first day of your return to school.
- Any technology breakdowns are not a valid or acceptable reason for late or non-submission of an assessment task.

PENALTIES FOR LATE SUBMISSION

- You may be awarded a mark of zero for any task not submitted by the specified time on due date; or for non-submitted tasks; or not completed during timetabled lesson, unless a valid extension or misadventure has been approved.

APPLICATION FOR CONSIDERATION: EXTENSION

In exceptional circumstances, you may be granted an extension of time without incurring a penalty. If you anticipate that you will not be able to submit an assessment task on the due date, you may seek to negotiate an extension of time with the appropriate Head Teacher.

The Head Teacher will only grant an extension of time if:

- you give an acceptable and compelling reason for the impending late submission of the assessment task, and
- the extension of time is negotiated prior to the due date.

If the reason offered is acceptable and prior negotiation has occurred, no penalty will be incurred so long as the assessment task is submitted on or before the negotiated date. It is unlikely that an extension of time in excess of two weeks will be granted.

Do not assume the extension of time will be granted. If the Head Teacher has not granted an extension of time, and the assessment task is submitted after the due date, the automatic penalty of zero marks awarded for the task will be applied.

An extension of time will not be granted if:

- the reason offered is deemed unacceptable
- no reason is offered

APPLICATION FOR CONSIDERATION: LATE SUBMISSION OR NON-COMPLETION

In-class assessment task:

- If you are absent for an in class assessment task you must see the relevant Head Teacher of the course on the first day of your return to school to negotiate an alternate time or task.

Take home assessment task:

- If you are absent and unable to submit a take home assessment task you must see the relevant Head Teacher of the course on the first day of your return to school. On this day, you must submit the assessment task.
- If you submit a take home assessment task late you must complete an *Application for Consideration* form with supporting documentation along with the completed assessment task.

APPLICATION FOR CONSIDERATION: MISADVENTURE

If you believe that your performance in an assessment task was diminished because of circumstances beyond your control, an *Application for Consideration* form with supporting documentation must be submitted to the appropriate Head Teacher within one week of completing the assessment task.

Note that:

- misreading the assessment task notification or examination timetable is NOT a valid reason for a misadventure appeal
- technology breakdowns are generally NOT considered a valid reason for a misadventure appeal.

MALPRACTICE IN ASSESSMENT TASK

Strategies for you to avoid malpractice include:

- being aware of due dates, keeping an up-to-date diary of all their assessments, activities and commitments, and allocating your time effectively
- starting tasks early so that you can seek clarification if needed
- saving all drafts and support materials
- recording sources/references along the way so the reference list does not become a major task at the end
- frequently saving and backing up all computer work; technology failure is generally not an acceptable excuse for submitting work late
- acknowledging that your mark will be determined by the quality of the work you produce
- switching off all smart devices and having them placed in school bag during an in-class assessment task.

What happens if malpractice is detected:

- Cheating: If cheating is shown to affect the quality of your response in an assessment task then the work will be scored as zero.
- Plagiarism: The penalty will be based on the degree to which you have made an original contribution to the assessment task. If you are suspected of plagiarism, it will be your responsibility to provide evidence to show that the work is original. This may take the form of providing drafts, notes, sources, work samples from throughout the year, essay plans, a bibliography and so on. In the absence of strong evidence that satisfies the relevant Head Teacher, a zero mark may be awarded.

ASSESSING STUDENTS WHO ENROL DURING A STAGE 4 COURSE

If you are a student who has not been enrolled at Keira High School for all of a Stage 4 Course, you may have missed assessment tasks. In such cases, the following procedures will be used to establish your assessment record.

Your performance will be determined according to scores obtained for the first assessment period after enrolment at Keira High School. It may be necessary for class teachers to determine estimates for assessment tasks that you missed during the assessment period, prior to enrolment.

This estimate will then be applied to scores obtained by the rest of the class in previous assessment periods.

If you arrive after Term 2, you should be graded by your previous school. If this is not the case your grades should be obtained from your previous school and used with task grades received after Term 2. This process will be completed by staff at our school.

DISABILITY PROVISIONS

Students with disability work towards syllabus outcomes identified through the collaborative curriculum planning process. They should be given a range of opportunities to demonstrate achievement of these outcomes. Schools should ensure that assessment activities from Kindergarten to Year 12 are accessible to students with disability. This is a requirement under the *Disability Standards for Education 2005*. Some students with disability need adjustments to assessment activities to enable access to the task. They also need an equitable opportunity to demonstrate what they know and can do. In some cases alternative assessment strategies may be needed.

Decisions are made at school level to offer adjustments to students with disability in school-based assessment tasks, including examinations.

Adjustments can be made to assessment tasks from Kindergarten to Year 12. Adjustments enable a student with disability to access syllabus outcomes and content on the same basis as their peers. They are intended to provide equitable opportunities for students with disability rather than give an advantage. The types of adjustments made will vary according to the needs of the individual student.

Some students may require:

- adjustments to the assessment process, eg. extra time in an examination
- adjustments to the assessment activities, eg. alternative formats for questions, short responses instead of extended responses
- alternative formats for responses, eg: scaffolded structured responses for an extended response

Schools are responsible for determining and approving adjustments for all school-based assessment tasks. NESA determines disability provisions for the Higher School Certificate examinations.

Students eligible for disability provisions are supported through design of an Individual Learning Plan (ILP). This process involves a teacher collaborating with the student and parent/carer to outline learning goals as well as adjustment that may be useful in supporting the student's learning. If a student or their parent/carer feels they are eligible for disability provisions but do not have an ILP they are encouraged to contact the Learning and Engagement faculty.

STUDENTS WITH SPECIAL EDUCATION NEEDS

Students with special education needs can meet the requirements of a Record of School Achievement by following a combination of study combining:

- Board Developed Life Skills Courses and/or
- Board Developed Courses and/or
- Board Endorsed Courses.

In each student's case, an individualized program of study will be developed.

The criteria for assessments for Life Skills courses in Stage 4 will reflect the levels identified in the Individual Transition Planning Process.

The assessment will indicate the student's achievements at the end of each course.

The school will complete a Profile of Student Achievement as provided by the NSW Educational Standards Authority (NESA) for each student undertaking a Stage 4 Life Skills course.

SCOPE AND SEQUENCE OUTLINES

BOARD DEVELOPED COURSES

YEAR 7 ENGLISH STAGE 4 SCOPE AND SEQUENCE

Term 1, 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit Title	Poetry Skills – techniques and composition Textual concepts: Code and Convention, Connotation, Imagery and Symbol						Concept Study: The Environment Textual concepts: Context, Argument, Authority, Perspective				
Outcomes	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01						EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01				

Term 2, 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	Concept Study: The Environment Textual concepts: Context, Argument, Authority, Perspective						Dramatic Texts: Fractured Fairytales Textual Concepts: Genre, Intertextuality			
Outcomes	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01						EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01, EN4-ECB-01			

Term 3, 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	Close Study of Text: Novel Textual concepts: Style, Character, Theme, Literary Value							Creative Writing Textual concepts: Narrative		
Outcomes	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01 <i>(Individual program outcomes and textual concepts may vary by novel)</i>							EN4-URA-01, EN4-ECA-01, EN4-ECB-01		

Term 4, 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit Title	Short Film Study Textual concepts: Connotation, Imagery and Symbol, Point of View					Picture Books Textual concepts: Representation					
Outcomes	EN4-RVL-01, EN4-URA-01, EN4-URC-01					EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01, EN4-ECB-01 <i>(Individual program outcomes and textual concepts may vary by picture book)</i>					

YEAR 8 ENGLISH STAGE 4 SCOPE AND SEQUENCE

Term 1, 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit Title	Close Study of Text - Novel Textual concepts: Theme, Character, Code and Convention, Literary Value									Short Stories Textual concepts: Code and Convention, Narrative, Style	
Outcomes	EN4-1A, EN4-2A, EN4-3B, EN4-4B, EN4-7D <i>(Individual program outcomes and textual concepts may vary by novel)</i>									EN4-1A, EN4-2A, EN4-3B, EN4-4B, EN4-5C, EN4-7D, EN4-8D, EN4-9E	

Term 2, 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	Short Stories cont. Textual concepts: Code and Convention, Narrative, Style			Aboriginal Poetry Textual Concepts: Point of View, Context, Representation, Connotation, Imagery and Symbol						
Outcomes	EN4-1A, EN4-2A, EN4-3B, EN4-4B, EN4-5C, EN4-7D, EN4-8D, EN4-9E			EN4-1A, EN4-3B, EN4-4B, EN4-5C, EN4-6C, EN4-7D, EN4-8D						

Term 3, 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	Film Study Textual concepts: Theme, Perspective, Narrative, Context						Close Study of a Dramatic Text Textual concepts: Context, Narrative, Style, Theme, Character			
Outcomes	EN4-1A, EN4-2A, EN4-4B, EN4-5C, EN4-6C, EN4-7D <i>(Individual program outcomes and textual concepts may vary by film)</i>						EN4-1A, EN4-2A, EN4-3B, EN4-5C, EN4-8D, EN4-9E <i>(Individual program outcomes and textual concepts may vary by play)</i>			

Term 4, 2024

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit Title	Wide Reading Textual concepts: Point of View				Coming from Afar – Refugee Experiences Textual concepts: Context, Narrative, Representation, Perspective			Picture Books Textual concepts: Representation, Style, Point of View, Code and Convention			
Outcomes	EN4-1A, EN4-2A, EN4-3B, EN4-4B, EN4-5C, EN4-7D, EN4-8D, EN4-9E				EN4-4B, EN4-5C, EN4-7D, EN4-8D			EN4-1A, EN4-2A, EN4-3B, EN4-7D, EN4-8D <i>(Individual program outcomes and textual concepts may vary by text)</i>			

YEAR 7 GEOGRAPHY & HISTORY STAGE 4 SCOPE AND SEQUENCE

Term 1 2024

Geography	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit Title	Landscapes and Landforms Formative assessment – in class tasks: Weeks 5 - 9										
Outcomes	4.4 / 4.7 4.4 / 4.5 / 4.8										

Term 2 2024

Geography	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	Place and Liveability Formative assessment – in class tasks: Week 2/4									
Outcomes	4.2 / 4.7 / 4.8									

Term 3 2024

History	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	Investigating the Ancient Past Skills, sources, evidence – focus on ancient human remains Formative assessment – in class tasks: Weeks 4, 6, 7, 8							The Mediterranean World Ancient Egypt		
Outcomes	4.1 / 4.9 4-5 / 4-6 / 4-9									

Term 4 2024

History	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit Title	The Mediterranean World: Ancient Egypt Formative assessment – in-class task: Week 3					The Asian World: China					
Outcomes	4.4. / 4.9										

YEAR 8 GEOGRAPHY & HISTORY STAGE 4 SCOPE AND SEQUENCE

Term 1 2024

Geography	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit Title	Water in the World Formative assessment – in-class task: Week 4 / 6 / 8										
Outcomes	4.1 / 4.2 4.1 / 4.8 4.2 / 4.8										

Term 2 2024

Geography	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	Interconnections Formative assessment – in-class task: Week 2/4									
Outcomes	4.2 / 4.7									

Term 3 2024

History	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	Western and Islamic World: The Vikings Skills, sources, evidence Formative assessment – in class tasks: Weeks 4, 6						Expanding contacts The Black Death Formative assessment – in class task: Week 8			
Outcomes	4-4 / 4-5 / 4-9 4-7 / 4-9 4-4 / 4-9									

Term 4 2024

History	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit Title	Expanding contacts The Black Death				The Asia – Pacific World Polynesian expansion						
Outcomes	4-4 / 4-5 / 4-9 4-7 / 4-9 4-4 / 4-										

YEAR 8 JAPANESE STAGE 4 SCOPE AND SEQUENCE

Term 1 2024

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit Title	Self introductions: greetings, names, conditions, hometown and nationalities. Hiragana: あーど						Numbers: numbers 1-999, kanji, ages and school year Hiragana: Assessment: WK10				
Outcomes	ML4-INT-01 - ML4-UND-01 - ML4-CRT-01						ML4-INT-01 - ML4-UND-01 - ML4-CRT-01				

Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	Family: members, counting people, listing who, naming people, hobbies and pets.							Travel: places, I will go to, transport, verbs, adjectives		
Outcomes	ML4-INT-01 - ML4-UND-01 - ML4-CRT-01							ML4-INT-01 - ML4-UND-01 - ML4-CRT-01		

Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	Travel: places, I will go to, transport, verbs, adjectives									
Outcomes	ML4-INT-01 - ML4-UND-01 - ML4-CRT-01									

Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit Title	Monsters / body parts: body parts, counters, colours and adjectives.								End of year case studies: Okunoshima, Fukushima, Valley of the Dolls, Hashima		
Outcomes	ML4-INT-01 - ML4-UND-01 - ML4-CRT-01										

YEAR 7 MATHS STAGE 4 SCOPE AND SEQUENCE (NEW SYLLABUS)

Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit Title	Computations with Integers						Fractions & Decimals				
Outcomes	MA4-INT-C-01, MAO-WM-01						MA4-FRC-C-0,1 MAO-WM-01				

Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	Algebraic Techniques Extension: Algebraic Techniques A					Percentages (+ remaining Fractions and Decimals)				
Outcomes	MA4-ALG-C-01, MAO-WM-01 MA5-ALG-C-01, MAO-WM-01					MA4-FRC-C-01, MAO-WM-01				

Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	Data Classification and Visualisation					Equations Extension: Equations A				
Outcomes	MA4-DAT-C-01, MAO-WM-01					MA4-EQU-C-01, MAO-WM-01 MA5-EQU-C-01, MAO-WM-01				

Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit Title	Length			Area and surface area Extension: Area and Surface Area A				Indices Extension: Indices A			
Outcomes	MA4-LEN-C-01, MAO-WM-01			MA4-ARE-C-0,1MAO-WM-01 MA5-ARE-C-01, MAO-WM-01				MA4-IND-C-01, MAO-WM-01 MA5-IND-C-01, MAO-WM-01			

YEAR 8 MATHS STAGE 4 SCOPE AND SEQUENCE (OLD SYLLABUS)

Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit Title	Probability				Number Patterns			Algebraic Techniques Extension: Algebraic Techniques			
Outcomes	MA4-21SP				MA4-8NA & MA4-11NA			MA4-8NA MA5.2-6NA			

Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	Equations Extension: Equations			Pythagoras' Theorem			Ratios and Rates			
Outcomes	MA4-10NA MA5.2-8NA			MA4-16MG			MA4-7NA			

Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	Financial Mathematics Extension: Numbers of any Magnitude			Linear Relationships			Circles			
Outcomes	MA4-5NA & MA4-6NA MA5.1-19MG			MA4-11NA			MA4-12MG & MA4-13MG			

Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit Title	Data Display and Analysis Extension: Linear Relationships						Volume				
Outcomes	MA4-19SP MA5.1-6NA						MA4-19SP & MA4-20SP				

YEAR 8 MUSIC (SEMESTERISED) STAGE 4 SCOPE AND SEQUENCE

Term 1 & 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit Title	Popular Music of the 20 th & 21 st Centuries										
Outcomes	4.1, 4.3, 4.7, 4.8, 4.10										

Term 2 & 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	Australian Contemporary Music					Music of the Media				
Outcomes	4.4, 4.5, 4.6, 4.9									

YEAR 7 PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION STAGE 4 SCOPE AND SEQUENCE

Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit Title	Theory: Who am I? (Personal Identity Practical: Getting to know you (Initiative and challenge games)				Theory: Relationships (Relationships) Practical: Moving and Grooving (Rhythmic and expressive movement)						
Outcomes	Theory - PD4-1 Practical - PD4-5				Theory - PD4-3 , PD4-10 Practical - PD4-4, PD4-5, PD4-11						

Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	Practical: Athletics (4 Weeks) (Fundamental movement skills) Practical: Activity for Everyone (6 Weeks) (Group/team/individual physical activities focus on inclusive games and Indigenous Games) Theory: Puberty (10 Weeks) (Sexual health)									
Outcomes	Theory - PD4-1, PD4-9 Practical - PD4-4, PD4-5, PD4-11									

Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	Practical: Striking and fielding (6 weeks) (tee ball, kick ball, cricket) Practical: Activity through the years (4 weeks) (Lifelong Physical Activity and Modified games) Theory: Safe or Sorry (Risk and Safety)									
Outcomes	Theory - PD4-2, PD4-6, PD4-7 Practical - PD4-4, PD4-5, PD4-8, PD4-11									

Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit Title	Practical: Invasions Games 1 Theory: Celebrating YOU (Diversity)										
Outcomes	Theory - PD4-3 , PD4-10 Practical - PD4-4, PD4-10, PD4-11										

YEAR 8 PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION STAGE 4 SCOPE AND SEQUENCE

Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit Title	Theory: Who am I? (Personal Identity) Practical: Team Challenges (Strategies and Tactics)										
Outcomes	Theory: PD4-6 ,PD4-7, PD4-9 Practical: PD4-5, PD4-10, PD4-11										

Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	Practical: Athletics (4 Weeks) Practical: Invasion Games (6 Weeks) Theory: Drug Aware (10 Weeks)									
Outcomes	Theory: PD4-7, PD4-9 Practical: PD4-5, PD4-10.									

Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	Practical: Keeping fit (6 weeks) Practical: Target games (4 weeks) Theory: Mental Health									
Outcomes	Theory: PD4-1, PD4-2, PD4-7 Practical: PD4-7, PD4-8, PD4-10									

Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit Title	Practical: Net/Court Games Practical: Striking and Fielding Theory: Sexual Health										
Outcomes	Theory: PD4-2, PD4-9. Practical: PD4-4, PD4-5, PD4-10, PD4-11										

YEAR 7 SCIENCE STAGE 4 SCOPE AND SEQUENCE

Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	Solids, Liquids and Gases						Cells			
Outcomes	SC4-1VA, SC4-5WS, SC4-6WS, SC4-7WS, SC4-9WS, SC4-16CW, CW1						SC4-1VA, SC4-5WS, SC4-6WS, SC4-7WS, SC4-9WS, SC4-14LW, LW2			

Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	Forces					Classification				
Outcomes	SC4-1VA, SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-10PW, PW1, PW2					SC4-1VA, SC4-5WS, SC4-7WS, SC4-9WS, SC4-14LW, LW1				

Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	Matter					Structured for Function				
Outcomes	SC4-1VA, SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-17CW, CW2					SC4-1VA, SC4-5WS, SC4-7WS, SC4-9WS, SC4-14LW, LW3				

Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit Title	Structured for function					Rocks					
Outcomes	SC4-1VA, SC4-5WS, SC4-7WS, SC4-9WS, SC4-14LW, LW3					SC4-1VA, SC4-4WS, SC4-7WS, SC4-9WS, SC4-12ES, SC4-13ES, ES1					

YEAR 8 SCIENCE STAGE 4 SCOPE AND SEQUENCE

Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Unit Title	Mixtures (CW3)						Ecosystems (LW5)				
Outcomes	SC4-4WS, SC4-5WS, SC4-6WS, SC4-8WS, SC4-9WS, SC4-17CW						SC4-1VA, SC4-2VA, SC4-3VA, SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-15LW		Assessment 1 – Symbio Zoo		

Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	Solar System (ES2)					Student Research Project				
Outcomes	SC4-1VA, SC4-7WS, SC4-8WS, SC4-9WS, SC4-12ES					SC4-1VA, SC4-2VA, SC4-3VA, SC4-9WS, SC4-14LW, SC4-15LW		Assessment 2 - SRP		

Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	Health and Disease (LW4)					Energy (PW3 and 4)				
Outcomes	SC4-1VA, SC4-2VA, SC4-3VA, SC4-9WS, SC4-14LW, SC4-15LW					SC4-1VA, SC4-6WS, SC4-7WS, SC4-11PW, SC4-3VA, SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS		Assessment 3 – Energy Efficient Model		

Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit Title	Chemical Changes (CW4)						Natural Resources (ES3 and 4)				
Outcomes	SC4-1VA, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-17CW						SC4-1VA, SC4-2VA, SC4-3VA, SC4-7WS, SC4-9WS, SC4-13ES, SC4-1VA, SC4-2VA, SC4-3VA, SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-13ES				

YEAR 7 TECHNOLOGY MANDATORY STAGE 4 SCOPE AND SEQUENCE

Rotation 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit Title / Outcomes	Agriculture and Food Technologies – Paddock to Plate / TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO										
Unit Title / Outcomes	Digital Technologies – Dog Lamp / TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI										
Unit Title / Outcomes	Material Technologies – Crazy Critters (Textiles) / TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA										
Unit Title / Outcomes	Materials Technology – Pencil Box (Timber) / TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA										

Rotation 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title / Outcomes	Agriculture and Food Technologies – Paddock to Plate / TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO									
Unit Title / Outcomes	Digital Technologies – Dog Lamp / TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI									
Unit Title / Outcomes	Material Technologies – Crazy Critters (Textiles) / TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA									
Unit Title / Outcomes	Materials Technology – Pencil Box (Timber) / TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA									

Rotation 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title / Outcomes	Agriculture and Food Technologies – Paddock to Plate / TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO									
Unit Title / Outcomes	Digital Technologies – Dog Lamp / TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI									
Unit Title / Outcomes	Material Technologies – Crazy Critters (Textiles) / TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA									
Unit Title / Outcomes	Materials Technology – Pencil Box (Timber) / TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA									

Rotation 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title / Outcomes	Agriculture and Food Technologies – Paddock to Plate / TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO									
Unit Title / Outcomes	Digital Technologies – Dog Lamp / TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI									
Unit Title / Outcomes	Material Technologies – Crazy Critters (Textiles) / TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA									
Unit Title / Outcomes	Materials Technology – Pencil Box (Timber) / TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA									

***Note: Each class will participate in 4 courses during Year 7 and classes will rotate at the end of each term.**

Home Economics	<p>Unit Name: Crazy Critters 25% (10 Weeks) Area of Study: Materials Technologies (Textiles) Outcomes: TE4-1DP, TE4-2DP, TE43DP, TE4-9MA Task/s: Needle Felting, Research and investigation on wool-fibre, yarns and fabrics & Aboriginal Textile Art, Design process/ folio</p>
	<p>Unit Name: Food 25% (10 Weeks) Area of Study: Agriculture and Food Technologies Outcomes: TE4-1DP, TE4-2DP, TE43DP, TE4-5AG, TE4-6FO Task/s: Practical food experiences, design process, Cultural Food preparation and food items, Design-a Food practical</p>
Industrial Arts	<p>Pencil Box (Metals and Graphics Technologies) 25% (10 Weeks) Area of Study: Materials Technologies (Timber) Outcomes: TE4-1DP, TE4-2DP, TE43DP, TE4-9MA Task/s: Timber Pencil Box and Folio</p>
	<p>Coding (Information and Control Technologies) 25% (10 Weeks) Area of Study: Digital Technology Outcomes: TE4-1DP, TE4-2DP, TE43DP, TE4-4DP, TE4-7DI Task/s: Control Technology Dog Lamp</p>

YEAR 8 TECHNOLOGY MANDATORY STAGE 4 SCOPE AND SEQUENCE

Rotation 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit Title / Outcomes	Agriculture and Food Technologies – Caring Café’s / TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO										
Unit Title / Outcomes	Engineered Systems – Rubber Band Racer / TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN										
Unit Title / Outcomes	Material Technologies – Foot Stool (Textiles / Timber) / TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA										
Unit Title / Outcomes	Materials Technology – Metal BBQ tools and Candle Holder (Metal) / TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA										

Rotation 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title / Outcomes	Agriculture and Food Technologies – Caring Café’s / TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO									
Unit Title / Outcomes	Engineered Systems – Rubber Band Racer / TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN									
Unit Title / Outcomes	Material Technologies – Foot Stool (Textiles / Timber) / TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA									
Unit Title / Outcomes	Materials Technology – Metal BBQ tools and Candle Holder (Metal) / TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA									

Rotation 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title / Outcomes	Agriculture and Food Technologies – Caring Café’s / TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO									
Unit Title / Outcomes	Engineered Systems – Rubber Band Racer / TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN									
Unit Title / Outcomes	Material Technologies – Foot Stool (Textiles / Timber) / TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA									
Unit Title / Outcomes	Materials Technology – Metal BBQ tools and Candle Holder (Metal) / TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA									

Rotation 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title / Outcomes	Agriculture and Food Technologies – Caring Café’s / TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO									
Unit Title / Outcomes	Engineered Systems – Rubber Band Racer / TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN									
Unit Title / Outcomes	Material Technologies – Foot Stool (Textiles / Timber) / TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA									
Unit Title / Outcomes	Materials Technology – Metal BBQ tools and Candle Holder (Metal) / TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA									

***Note:** Each class will participate in 4 courses during Year 8 and classes will rotate at the end of each term.

Home Economics	<p>Mixed Material Stool (Textiles and Mixed Materials) 25% (10 Weeks) Area of Study: Information and Communication, Products Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA Task/s: Mixed Material Stool and Design Folio</p>
	<p>Food (Caring CAFÉ) (Agriculture and Food Technologies) 25% (10 Weeks) Area of Study: Information and Communication Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO Task/s: Practical food experiences, Food Website Review and Online Food Café Website</p>
Industrial Arts	<p>Metal BBQ tools and Candle Holder (Metal Technologies) 25% (10 weeks) Area of Study: Built Environment Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA Task/s: Metal Project and Design Folio</p>
	<p>Rubber Band Racers (Engineered Systems & Graphics Technologies) 25% (10 Weeks) Area of Study: Product Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN Task/s: Rubber Band Racer and Design Folio</p>

YEAR 7 VISUAL ARTS STAGE 4 SCOPE AND SEQUENCE

Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit Title	Elements of Art Technical Skills Focus				Portraiture – Keirabald Portrait work						
Outcomes	4.1, 4.2, 4.4, 4.5, 4.8, 4.9										

Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	Keirabald Finalise and Exhibition		Pop Art - Sweet Treats							
Outcomes	4.1, 4.2, 4.4, 4.5, 4.8, 4.9		4.2, 4.4, 4.6, 4.7, 4.10							

Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	The Land									
Outcomes	4.1, 4.2, 4.3, 4.4, 4.6, 4.8, 4.9									

Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit Title	Small Worlds										
Outcomes	4.2, 4.4, 4.5, 4.7, 4.8, 4.10										

YEAR 8 VISUAL ARTS YEAR 8 (SEMESTERISED) STAGE 4 SCOPE AND SEQUENCE

Term 1 & 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit Title	Urban Tribes – Visual Design										
Outcomes	4.2, 4.4, 4.6, 4.7, 4.8, 4.10										

Term 2 & 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	Mapping Memory									
Outcomes	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9									

**SCOPE AND SEQUENCE OUTLINES
AND
ASSESSMENT SCHEDULES**

**NESA ENDORSED
SCHOOL DEVELOPED COURSES**

YEAR 7 & 8 ABORIGINAL STUDIES STAGE 4 SCOPE AND SEQUENCE

Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit Title	The Dreaming - Establishing the context of the course by exploring notions of identity and culture; tracking the evolution of Indigenous Australia through symbolic stories. <i>Year 7 – Traditional context / Year 8 – Contemporary context</i>										
Outcomes	4.1 / 4.3 / 4.8										

Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	The Creative - A celebration and study of traditional music, ceremonies, technology and games by exploring their purpose and functions within Indigenous Australia. <i>Year 7 – Traditional context / Year 8 – Contemporary context</i>									
Outcomes	4.1 / 4.2 / 4.8									

Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Title	The Voice - The investigation of language diversity in Indigenous Australia focussing on tribes, dialects and the significance of oral histories and the power of narrative to preserve and sustain cultural identity. <i>Year 7 – Traditional context / Year 8 – Contemporary context</i>									
Outcomes	4.2 / 4.5 / 4.8									

Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit Title	The Balance - Examining the relationship between the land and the people of Indigenous Australia with a focus on sustainability and health. <i>Year 7 – Traditional context / Year 8 – Contemporary context</i>										
Outcomes	4.4 / 4.5 / 4.8										

YEAR 7 EXCELSIOR (HABITS OF LEARNING) STAGE 4 SCOPE AND SEQUENCE

Term 1 2024

Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10-11
Creating-generating ideas, possibilities, and action	Generating ideas <i>define purpose-gather inspiration-brainstorm-organise-eliminate bad ideas-select good ones</i>			Predicting <i>define purpose-analyse solutions/paths-select path</i>			Innovating <i>analyse purpose & parts-research-generate ideas-trial & error-make new</i>			
<i>Personal and social skills</i>	Active listening Entry survey			Planning			Collaborating/negotiating Creativity assessment-elevator pitch			

Term 2 2024

Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Inquiring- organising information and ideas	Questioning <i>intrigue-identify knowledge gap-refine-ask-ask again</i>			Researching (information literacy) <i>define purpose-search-locate-select-organise</i>			Communicating for a purpose <i>define purpose-define audience-decide text type-draft-refine-publish-perform</i>			
<i>Personal and social skills</i>	Planning Goal setting for the remainder of year.			Organisation Self-discipline Prioritising Student report writing Research skills assessment-analysis of references			Speaking formally Peer/self-reflection Body language Inquiry assessment-campaign presentation			

Term 3 2024

Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Critical thinking-analysing, evaluating and explaining	Using logic and reasoning <i>Questions: What could happen? What should happen? What will happen? Why will it happen?</i>			Drawing conclusions <i>consider different perspectives-discuss-compare evidence-interrogate-present conclusion</i>		Evaluating <i>understand criteria-analyse-compare-judge-rate-give feedback</i>		Explaining <i>purpose-audience-best way to explain it-deliver</i>	Critical thinking (ALL habits)	
<i>Personal and social skills</i>	Debating Active listening Debating Assessment Goal setting					Peer/self-reflection		Speaking formally Body language	Mini project	

Term 4 2024

Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10-11
Thinking about thinking-reflecting on thinking	Reflecting <i>What was my process? What did I learn? Where do I still need to improve?</i>			Goal Setting and Reporting			Transferring <i>What does this link to? How can I adapt what I know/can do?</i>			
<i>Personal and social skills</i>	self-reflection reframing failure resilience			Student report writing						

PLANNERS

TERM 1 2024

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							

TERM 2 2024

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

TERM 3 2024

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
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TERM 4 2024

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APPLICATION FOR CONSIDERATION FORM



APPLICATION FOR CONSIDERATION

Students must read the relevant section in their *Assessment Booklet* before completing this form.

Student's Name: _____ Year: _____

Course: _____ Class Teacher Name: _____

Task: _____ Original Due Date: ____/____/____

Category:

- Appeal due to illness, absence or misadventure
- Appeal in relation to the assessment and/or course rank
- Request for extension of time
- Request for change of assessment date

Reason for Appeal/ Request:

- | | | | |
|--|--------------------------------------|---|--|
| <input type="checkbox"/> Illness/ injury | <input type="checkbox"/> Bereavement | <input type="checkbox"/> Misadventure | <input type="checkbox"/> Work placement |
| <input type="checkbox"/> School representation | <input type="checkbox"/> Excursion | <input type="checkbox"/> Approved leave | <input type="checkbox"/> Other (specify) |

State details to support your case or attach statement

Medical Certificate is attached: Yes No

Additional information attached: Yes No

- I declare that the information I have provided is true and accurate
- If I am completing an assessment task before the scheduled date I will not discuss or divulge any information relating to the assessment task prior to the scheduled time and date
- If I am completing the assessment task after the scheduled date, I will not seek to gain information from other students.

_____/____/____ _____/____/____
Signature of student Date Signature of Parent/ Caregiver Date

Head Teacher Recommendation:

Reason for decision:

- Complete a substitute task _____
- Estimate to be given _____
- No marks to be awarded _____
- Sit or submit the task without penalty _____
- Task to be submitted with penalty _____
- Extension granted _____ New Due Date: ____/____/____

_____/____/____ _____/____/____
Signature of Head Teacher Date Signature of Principal Date

- | | |
|--|---|
| <input type="checkbox"/> Parent contact | <input type="checkbox"/> Original To Be Retained In Faculty Records |
| <input type="checkbox"/> Recorded on Sentral and NESA Schools Online | <input type="checkbox"/> Copy To Year Adviser And Relevant Deputy Principal |

GLOSSARY OF KEY WORDS

The syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account
Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse
Identify components and the relationship between them; draw out and relate implications
Apply
Use, utilise, employ in a particular situation
Appreciate
Make a judgement about the value of
Assess
Make a judgement of value, quality, outcomes, results or size
Calculate
Ascertain/determine from given facts, figures or information
Clarify
Make clear or plain
Classify
Arrange or include in classes/categories
Compare
Show how things are similar or different
Construct
Make; build; put together items or arguments
Contrast
Show how things are different or opposite
Critically (analyse/evaluate)
Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce
Draw conclusions
Define
State meaning and identify essential qualities
Demonstrate
Show by example
Describe
Provide characteristics and features
Discuss
Identify issues and provide points for and/or against

Distinguish
Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate
Make a judgement based on criteria; determine the value of
Examine
Inquire into
Explain
Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract
Choose relevant and/or appropriate details
Extrapolate
Infer from what is known
Identify
Recognise and name
Interpret
Draw meaning from
Investigate
Plan, inquire into and draw conclusions about
Justify
Support an argument or conclusion
Outline
Sketch in general terms; indicate the main features of
Predict
Suggest what may happen based on available information
Propose
Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall
Present remembered ideas, facts or experiences
Recommend
Provide reasons in favour
Recount
Retell a series of events
Summarise
Express, concisely, the relevant details
Synthesise
Putting together various elements to make a whole