GREYSTANES

HIGH SCHOOL

Student Assessment Handbook

Year 7

2023

INDEX

Note: Information provided in this booklet is accurate at time of publication. It may be varied at the discretion of the Principal.

Year 7 Adviser

Welcome to Greystanes High School and we are so delighted to have you part of this amazing school.

Starting high school is another journey in your life. As students you should take this opportunity to learn and grow as individuals. You will be able to connect with others to form new friendships that may last a lifetime. You will be able to further develop your skills become creative and learn new skills along the way. You will be challenged to build resilience in order to adapt to new changes and prepare yourselves for the near future.

This booklet sets out the information you need to know about the school. My role is to help you settle into high school with the support of your teachers and parents. All in all, I am here for you to transition into High School smoothly and to look after you individually. You are welcome to come and see me anytime in the Mathematics staffroom situated in G Block about any issues big or small.

Be the best YOU in high School!

I look forward to meeting you all.

Your year adviser

Ms M Norman
Learning Support Faculty
E Block downstairs

Pattern of Study in Year 7

In Year 7, students will be required to study:

Mandatory units

- English
- Mathematics
- Science
- History
- Technology
- Geography
- Visual Arts
- Music
- PD/H/PE

Literacy and Numeracy students will be required to study Literacy and Numeracy across the year.

Schedule of Fees - 2023

General Contribution

Senior Students (Years 11 & 12)	$ 95
Junior Students (Years 7 – 10)	$ 75
2nd Child	$ 40
3rd and Subsequent Children	$ 25

Year 7 Mandatory Fees

Subject Technology Access fee (all students) (English, Maths, Science, History/Geography, PD/H/PE)	$ 65 per year
Music	$ 20 per semester
Visual Arts	$ 40 per semester
Year 7 Industrial Arts	$ 25 per semester
Year 7 Home Economics	$ 30 per semester

Prices are current at time of publishing

Merit Award System 2023

School Values Positive Entry/PBL School Values letter are given to students during the school day for demonstrating the school's values of respect, responsibility, and active learning. **The idea is for immediate and frequent reward and recognition of positive behaviour.**

Some examples of possible positive behaviours that could be rewarded –

Respect	Student	Uses polite and considerate communication Listens attentively to teacher and other students Is fair and plays by sports rules
Responsibility	Student	Assists teacher or other students Helps keep room or playground tidy Reports bullying or unsafe work environment
Active Learning	Student	Voluntarily seeks feedback and completes work Makes clear effort to improve their understanding Diligently completes class or homework tasks

Students will be awarded a school values acknowledgment through an online entry on Sental. Teachers will tick the relevant core value achieved by the student. The values data will be automatically collated via Sentral and in combination with other positive rewards, the data will be used to award the appropriate achievement level in the Merit system.

Merit/Commendation letters are given out to students in recognition of excellence in academic, creative and sports performance. These are rewards for:

- Best in class/in cohort/or being on task
- Achievement at a certain level
- Personal best attempt in assignment

Students then progress through the award system to receive the Achievement Award per stage. The Achievement and the Bronze Awards will be presented at House Assemblies.

Higher Awards

Silver Award – To gain this award students must have earned 2 Bronze Awards and completed 10 hours of in school community service in a school community program or event (eg. Extra-curricular activity) or external community service (must be negotiated with relevant DP).

Gold Award – In Stage 4, students must have earned a Silver Award and completed 10 hours internal or external community service. In Stage 5 and 6, **students** must have earned a Silver Award and completed 10 external hours of community service.

Silver and Gold awards will be presented at Presentation Night.

Examples of School and Community Service

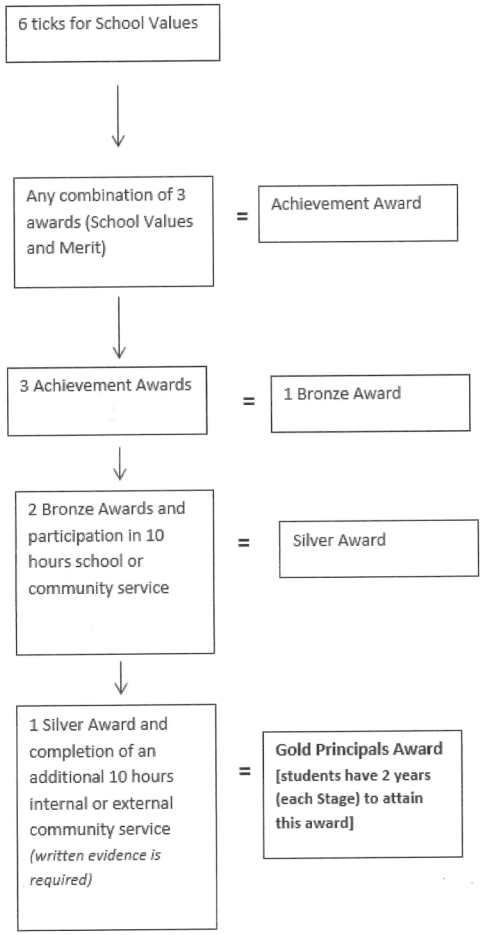
School service examples:- Night of Stars performing/assisting
Debating/Public Speaking
Examination reader/writer
Volunteer – Parent Teacher
Year 12 Mocktails waitressing
Grade or KO sports assistant
Library monitor

Community service examples:-	Charity work/fundraising
	Volunteer work
	Tutoring
	Local sporting events helper
	Helping at a nursing home

A log sheet tracking a minimum of 10 hours of service must be completed and signed by an independent person (not family). These sheets can be picked up at G Block office.

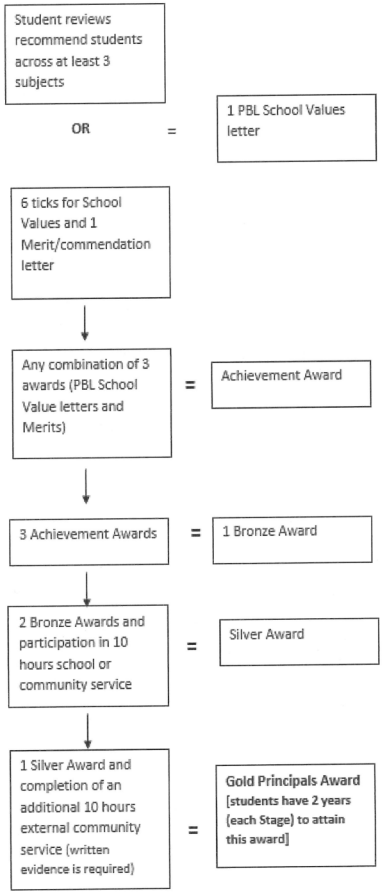
PLEASE NOTE: PBL Award System runs on a yearly basis but the Bronze, Silver and Gold awards will accumulate to the end of the students HSC year.

STAGE 4



STAGE 5

STAGE 6



BYOD Program

At Greystanes High School there is a mandatory BYOD program across all years. This means that all students are required to bring a device from home that meets the set of specifications determined by the school. These specifications are available on the school website. Please note in particular the specifications related to **wireless compatibility**.

Students will use devices in the classroom under the direction of their teachers to complete a range of classwork and learning activities. Student devices may not be used every day in every lesson; the use of the device will depend upon the particular learning activity and will blend with other activities such as reading, writing, discussion, debate, group activities and assessment. However, it is still expected that students bring a fully charged device to school every day. Students will be using Google Classroom for all subjects and their teachers will give them the codes to sign up at the beginning of the course.

All students and parents are required to read and accept the terms of the school BYOD policy agreement and charter before a device can be used at school. This can be found on the school website. Note that choosing to bring a personal device to school implies that the student and their parent/carer accept the agreement and charter.

It is important that students and parents are aware of the following essential responsibilities and information:

- **Students are responsible for securing and protecting their own devices at school**. Students and their parents/caregivers are responsible for arranging their own insurance if desired and should be aware of the policy and warranty conditions for their own device. **The school does not accept responsibility for any loss or breakage.**
- Students are solely responsible for the maintenance and upkeep of their devices. This includes the backing up of data and updating of applications including anti-virus software. **Any loss or damage to a device is not the responsibility of the school or Department.**

Students' devices may be confiscated and returned to parents if the school has reasonable grounds to suspect that a device contains data which breaches the BYOD student user agreement.

Please ensure that devices used for BYOD do not have parental controls or antivirus software that limit configuration of the following areas: network and connectivity, DNS and Proxy, VPN usage. Any limitations in the aforementioned fields can prevent internet access as usage of the DoE proxy is a requirement for internet usage at school.

Note too that students can download Microsoft and Adobe licensed software for free to use on their school device from: *bit.ly/byodsoftware*

Student Assessments

Assessment

Each course of study will have a series of assessment tasks. These will take a variety of forms including essays, topic tests, examinations, research tasks and practical class assessments.

At the completion of each task, students will receive a mark or grade for that task.

Method of Reporting

Reports will be available on a semester basis. There will also be a Parent Information Evening and a Parent Teacher Night.

Student Responsibilities

Assessment tasks must be completed on or by the due date.

Failure to complete a task by the required date will result in marks being deducted.

Note:

It is expected that students hand in their work on the due date in the lesson of the subject of the task, NOT after that time.

All work must be that of the students.

In the case of malpractice e.g. copying or Internet dumping, the student may suffer a penalty or be awarded zero. The decision will be made by the Principal in consultation with the relevant Head and class teacher.

All work, not only Assessment Tasks, is to be completed.

Students should be aware that the Principal must certify that all courses of study have been satisfactorily studied, i.e. assignments, practical work, class essays, topic tests or research are completed. Failure to complete all set work may place the student's completion of Stage 4 outcomes in jeopardy.

A genuine attempt at all tasks, including assessment tasks, must be made. All work must be submitted to an acceptable standard and as a hard copy (on paper), unless otherwise directed by the teacher.

Plagiarism Policy

Policy Rationale

With the explosion of information now available to students, it is essential that they learn how to use the ideas and work of others correctly in their own work and become competent with the accepted ways of acknowledging this use.

This policy aims to help students:

- understand what plagiarism is;
- know the procedures that will be used when plagiarism occurs; and
- develop strategies to avoid plagiarism including the correct use of referencing.

Definition of Plagiarism

Plagiarism can be deliberate or inadvertent. Plagiarism is a form of cheating and, as such, is serious student misconduct.

Plagiarism usually takes one of three forms:

- When students use the ideas, words or work of **other students** and submit these in an assessment task as their own;
- When students use the ideas, words or work from published sources (Internet, books, magazines, electronic databases etc.) and submit these in an assessment task **without acknowledgment**; and
- When students **contribute less** than their fellow students to a group assignment and then claim an equal share of the marks.

Procedures for Addressing Plagiarism

Where a teacher believes a student has plagiarised, the matter will be reported to the relevant Head Teacher and the student will be notified and given an opportunity to show why they should not be penalised.

The onus will be on the student to show the Head Teacher that the work submitted is entirely their own and not intentional or inadvertent plagiarism. To help establish the originality of their work, a student may be required to provide their notes and/or draft copies to show how they developed their ideas and/or method of expression.

Where a student admits plagiarising or cannot show the work to be their own, a mark of zero will be awarded and the student will be considered to have not achieved the outcome(s) specified in the task.

NSW EDUCATION STANDARDS AUTHORITY

How should sources be referenced at the end of work?

Students are required to acknowledge sources as a means of providing written recognition of any ideas that are used or adapted for their work.

Refer to the link below for information:

http://educationstandards.nsw.edu.au/wps/portal/nesa/home

Index of Subjects

English

The English faculty is located in Upper E Block.

The Head Teacher is Mr Brown.

Year 7 English

Course Description:
The aim of English in Year 7 is to enable students to use, understand, appreciate, reflect on and enjoy the English language in a variety of texts and shape meaning in ways that are imaginative, interpretive and critical.

English in Year 7 is both challenging and enjoyable. It develops skills to enable students to experiment with ideas and expression in order to become active, independent learners and to learn to work with each other and reflect on their learning.

In all units, students will explore a range of texts including novels, plays, poems, songs, non-fiction texts, films, picture books and short stories. Students will use devices to publish their work and the internet for research. Students will be asked to express their ideas and understanding in many different ways. This could include the delivery of speeches, composition of essays and imaginative pieces, completion of comprehension tasks and the design of multimodal texts.

Unit A: *Everybody is a Poet*	In this unit students explore concepts of individuality and the transitory stages of life. Through their study of a range of poetry, students consider their own identity, individuality and place in the world.
Unit B: *Make Them Laugh*	In this unit students focus on the diverse and complex physical and literary elements that create humour and how humour can be an effective tool for both communication and relevant social commentary.
Unit C: *Media Issues*	In this unit students examine a range of print and digital media texts. Students explore the power of language in conveying and concealing information and the influence of bias and misinformation in our contemporary world. They examine closely the language devices that serve to both inform and persuade different audiences.
Unit D: *Close Study of Text*	In this unit students focus on a significant print text. They examine how language can be used to convey significant ideas and messages. They also learn about the importance and impact of a composer's context on their work and how audiences must consider this when evaluating the value and meaning of a text.

Report Outcomes: The outcomes below will appear on both Semester One and Semester Two reports. Individual classroom teachers will use a student's performance and progress on assessment tasks to assess these outcomes both formatively and summatively. Homework and class activities will be used to formatively assess these outcomes.

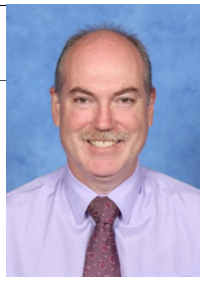
Students will have:

- Read a range of texts in a variety of forms and technologies
- Spoken in a selection of formal and informal registers
- Listened to and viewed material for detail, pleasure and increased understanding
- Composed a range of responses using different processes and technologies
- Shaped meaning through the appropriate use of language and textual features
- Critically evaluated their own and group learning processes

English – continued

Assessment Task	Date of Task	Weighting %
Unit A—Everybody is a Poet—Poetry Antholgy	Term 1	**15**
Unit B— Make Them Laugh—Topic Test	Semester 1 or 2	**15**
Unit C—Media Issues—Feature Article Composition	Semester 1 or 2	**15**
Unit D—Close Study of Text—Imaginative Writing	Semester 1 or 2	**15**
Wide reading Tasks: Term 1 - 4—Wide Reading	Semester 1 or 2	**20**
Class activities—Progressive	Semester 1 or 2	**10**
Journal writing—Journals	Semester 1 or 2	**10**
Total Weighting %		**100**

Mathematics



The Mathematics faculty is located in Lower G Block.
The Head Teacher is Mr Harris.

Course description

This course was designed to facilitate student learning of a variety of mental, written and calculator techniques to solve problems in number, measurement and chance. Students' capacity to generalise and to pose and investigate questions was emphasised through their study of algebra, statistics and geometry.

Report Outcomes - Semester 1

Students will have:

- Applied the associate, commutative and distributive laws to aid mental and written computation.
- Created and displayed number patters
- Selected and applied appropriate strategies for using the four operations with directed numbers of any size.
- Investigated index notation and represented whole numbers as products of powers of prime numbers.
- Developed understanding and fluency in Mathematics through inquiry, exploring and connecting concepts.

Course Outcomes - Semester 2

Students will have:

- Generalise number properties to operate with algebraic expressions
- Shown an ability to perform operations with fractions
- Performed operations with decimals
- Developed skills in classifying and determining the properties of triangles and quadrilaterals
- Applied appropriate mathematical techniques to solve problems

Assessment Schedule

Students sit common tests every term. This is for all students in the year. Results from these tests are used to moderate class marks which teachers have for their individual classes. The class assessment will be based on a range of class based assessment including project work, assignments and practical problem solving activities based on the topic content.

Task	Date of Task	Weighting %
Common Test	Term 1, Week 9	**20**
Common Test	Term 2, Week 5	**20**
Common Test	Term 3, Week 9	**20**
Common Test	Term 4, Week 5	**20**
Class Mark	Class Assessment Mark	**20**
Total Weighting %		**100**

Mathematics - Year 7 - Scope and Sequence 2020

Term 1

	2	3	4	5	6	7	8	9	10
Unit 1 Operation with whole numbers			**Unit 2** Directed Number			**Unit 3** Index Notation and			
COMPUTATION WITH INTEGERS			COMPUTATION WITH INTEGERS			INDICES			
MA4-4NA			MA4 - 4NA			MA4-9NA			

Term 2

1	2	3	4	5	6	7	8	9	10
Unit 4 Patterns and		**Unit 4** Patterns and Algebra			**Unit 5** Fractions				
ALGEBRAIC		ALGEBRAIC TECHNIQUES			FRACTIONS				
MA4-11MG		MA4 -11NA			MA4-5NA				

Term 4

1	2	3	4	5	6	7	8	9	10
Unit 6 Shapes			**Unit 7** Decimals				**Unit 8** Basic Algebra Operations		
PROPERTIES OF GEOMETRICAL FIGURES			FRACTIONS, DECIMALS AND PERCENTAGES				ALGEBRAIC TECHNIQUES		
MA4-17MG			MA4-5NA				MA4-8NA		

TERM 4

1	2	3	4	5	6	7	8	9	10
Unit 9 Measurement, length and time			**Unit 10** Area			**Unit 11** Prisms and Pyramids 3D		**Unit 12** Probability	
TIME			AREA			VOLUME		PROBABILITY	
MA4-15MG			MA4-13MG			MA4-14MG		MA4-21SP	

Science

Course description – Semester 1

This is the first unit that Science students will complete at high school. It addresses many of the skills they will require throughout their Science studies and gives them a basis for much of their further study. The students are required to use these skills in the classroom as well as in their individual investigation project. It addresses the history of Science and places Science in the context of everyday existence.

Students are introduced to the Science laboratory. The unit will focus on safe and effective scientific practice. Students will be introduced to the skills and equipment that scientists use.

Students will then build an understanding of the use and need for classification in both the living and non-living world. They learn how cells function as individual entities as well as in combination with others of the same or different types. Students are introduced to the microscope and develop skills in its use.

Report Outcomes - Semester 1

Students will have:

- Demonstrated knowledge and understanding of the content in this unit.
- Planned and conducted a variety of investigations.
- Processed and analysed data and information.
- Researched and communicated information effectively.
- Performed and presented an individual student research project.

Assessment Schedule - Semester 1

Task	Date of Task	Weighting %
Test- equipment, safety and scientific method	Term 1 or 2	**20**
Open ended Investigation	Term 2	**20**
On going classwork	Term 1 or 2	**10**
Total Weighting %		**50**

Course description – Semester 2

These units will continue to address the development of skills in experimentation, observation and recording, literacy, numeracy and use of technology. Students will apply their newly developed knowledge and skills to investigate matter and chemicals in our world. Students investigate how scientific understanding and technological developments have contributed to finding solutions to problems involving the different properties of compounds.

Students also investigate how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfer and transformation.

Students will be provided with opportunities to demonstrate their learning through a variety of assessment activities as part of an ongoing process. A range of formal and informal strategies will provide opportunities for students to achieve the outcomes.

Report Outcomes – Semester 2

Students will have:

- Demonstrated knowledge and understanding of the content in this unit
- Planned and conducted a variety of investigations
- Processed and analysed data and information
- Researched and communicated information effectively

Assessment Schedule - Semester 2

Task	Date of Task	Weighting %
Separating mixtures	Term 3 or 4	**20**
Elements communication Task	Term 3 or 4	**20**
On going classwork	Term 3 and 4	**10**
Total Weighting %		**50**

Please note-

Due to equipment restrictions not all teachers will start with the same topic. Exact dates of tasks will be provided by the teacher.

Assessment is ongoing throughout the course. All student work will be continually monitored and individual teachers may set tasks in addition to those listed above e.g. - practical reports, class tests, homework, data interpretation and analysis.

Human Society and its Environment

The HSIE faculty is located in Upper D Block.
The Head Teacher is Mr G Simmons.

Geography

Course Description

This course introduces students to the discipline of Geography and the nature of geographical inquiry. Students examine geographical processes that form and transform environments and human interactions within environments.

Report Outcomes

Students will have:

- Located and described the diverse features and characteristics of a range of places and environments.
- Described processes and influences that form and transform places and environments
- Explained how people connect with places and environments and influence a range of geographical issues.
- Discussed management of places and environments for their sustainability.
- Acquired and processed geographical information by selecting and using geographical tools for inquiry .
- Communicated geographical information using a variety of strategies.

Assessment Schedule

Date of Task	Term 1 or 3	Term 1 or 3	Term 2 or 4	Ongoing	Weighting %
Type of Task					
Geography in-class Writing Task	15%				**15**
Research Task		30%			**30**
Topic Test / Report			35%		**35**
Course Work				20	**20**
Total Weighting %					**100**

Assessment Schedule

Student participation in class activities and the satisfactory completion of homework are essential components of this course and will constitute a major part of the assessment weighting.

Program Summary

The teaching and learning program provides opportunities for students to:

- Explore landscapes and landforms and how these are effected by people

History – The Ancient World

Course Description

This unit investigates the Ancient world including societies of Ancient Egypt and Ancient China. It explores the main features of these societies, including how they lived and governed themselves. Topics covered include: gods, myths, temples and burial practices of the Ancient Egyptians and the dynasties and way of life in Ancient China.

Report Outcomes

Students will have:

- Demonstrated knowledge and understanding of past societies and their legacies.
- Identified and sequenced people and events within specific periods of time.
- Used historical sources.
- Identified different motives, perspectives and interpretations of the past.
- Communicated in appropriate oral, visual, digital and written forms.
- Located, organised and selected information from a variety of sources.

Assessment Schedule

Date of Task	Term 1 or 3	Term 1 or 3	Term 2 or 4	Ongoing	Weighting %
Type of Task					
History Skills Test	25%				**25**
Research Task		25%			**25**
Topic Test / Report			30%		**30**
Course Work				20%	**20**
Total Weighting %					**100**

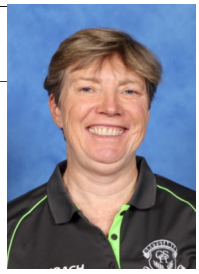
Assessment Schedule

Student participation in class activities and the satisfactory completion of homework and class work are essential components of this course and will constitute a major part of the assessment of outcomes

Program Summary

- Investigating the Ancient Past
- Ancient Egypt
- Ancient China

PDHPE



The PDHPE faculty is located in Upper A Block.

The Head Teacher is Ms Gay.

Course Description

This introduction to PDHPE addresses health issues relevant to young adolescents and develops basic skills in a variety of sports. Students participate in one theory and one practical class each week.

Students explore the nature of health, look at ways to enhance and develop resilience and connectedness and learn to interact respectfully with others. They propose skills and strategies to enhance their health and wellbeing, recognize factors that influence changes and transitions and evaluate strategies to manage risky situations as well as current and future challenges.

Students gain an understanding of the benefits of physical activity and participate in a wide variety of physical activities to apply, adapt and vary movement skills with increased confidence and precision. These practical activities may include Indigenous games, athletics, dance, gymnasium as well as a variety of invasion, striking and court games.

Report Outcomes

Students will have:

- Performed a movement sequence using the elements of composition
- Demonstrated fundamental movement skills.
- Refinded, applied and transferred movement skills in a variety of dynamic physical activity contexts
- Examined and devised strategies to manage current and future challenges
- Demonstrated an understanding of the factors that promote a sense of personal identity and build resilience and respectful relationships
- Proposed strategies that enhance health, safety and wellbeing

Assessment Schedule

Task	Date of Task	Weighting %
Practical		
Movement Sequence	Term 1	**10**
Track and Field	Term 1	**10**
Basic movement skills	Ongoing	**15**
Application of skills	Ongoing	**15**
Theory		
Creating Connections	Term 1	**10**
In class tasks (Diversity, Personal Profile)	Term 2	**10**
PBL Project—Risky Situations	Term 3 + 4	**20**
Topic Tests + quizzes	Ongoing	**10**
Total Weighting %		**100**

Creative and Performing Arts

The Creative and Performing Arts Faculty is located in Lower G Block. The Head Teacher is Ms K O'Dea.

Music

Course Description

Where did music originate? Can anyone make music? How easy is it to play a musical instrument? Find the answers as you explore the elements of sound, sound sources and the organisation of sound through the performance of various styles of music. Learn about different instruments and the role they play in the modern symphony orchestra. Research how composers use different styles and patterns of music to express themselves. Create your own music!!

Report Outcomes

Students will have:

- Performed music representative of the topics studied.
- Performed music using different types of notation
- Demonstrated an understanding of basic musical notation.
- Organised and notated compositions using traditional and non-traditional notation.
- Demonstrated an understanding of the musical concepts through analyzing a variety of listening pieces.
- Completed a research assignment on an instrument of the orchestra

Assessment Schedule

Component	Task	Date of Task Semester 1	Date of Task Semester 2	Weighting %
Performance	5 Note Bossa Nova	Term 1	Term 3	20
Composition	Graphic Score	Term 1	Term 3	30
Listening	Score Reading Activity	Term 1	Term 3	10
Performance	In The Hall/Ode to Joy	Term 2	Term 4	20
Listening	Instrument Assignment	Term 2	Term 4	20
Total Weighting %				100

Program Summary

The teaching and learning program provides opportunities for students to:

- Explore music of different cultures and genres.
- Discuss and analyse the diversity of Australian music
- Investigate the instruments of the Symphony Orchestra.
- Research various important composers of music.
- Participate in performance, listening and composition activities.

Visual Arts

Course Description

Students explore the world of Visual Arts to create a Body of Work in forms such as drawing, painting, ceramics and sculpture. Students will study the works of a variety of artists both contemporary and historical.

Report Outcomes

Students will have:

- Experimented with particular forms, materials and techniques
- Produced a Body of Work using a range of media
- Comprehended that works can be explained critically and historically in different ways.
- Completed a research assignment.
- Presented work in a Visual Arts diary recording their art making and critical/historical studies.

Assessment Schedule

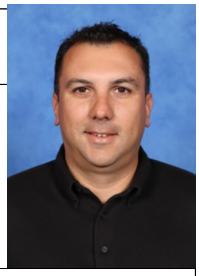
Semester 1 and Semester 2			
Task	**Date of Task**	**Date of Task**	**Weighting %**
Drawing & Digital tasks	Term 1	Term 3	**20**
Sculpture	Term 1	Term 3	**20**
Research assignment	Term 2	Term 4	**20**
Painting tasks	Term 2	Term 4	**20**
Visual Arts Diary	Ongoing	Ongoing	**20**
Total Weighting %			**100**

Program Summary

The following elements will be continuously incorporated into the teaching and learning program:

- Artistic terms, processes and procedures.
- In-depth case studies of a variety of artists.
- Safety in the Visual Arts classroom.
- Theory and application of art making techniques.
- Development and creation of a variety of artworks.

Technology and Applied Studies (TAS)



The TAS faculty is located in C Block.

The Head Teacher is Mr A Parnis.

Technology Mandatory

Course Description

The study of Technology Mandatory in Years 7–8 enables students to become responsible users of technologies and designers of solutions. Through the practical application of knowledge and understanding, students develop skills in the safe use of a range of technologies to design, produce and evaluate solutions to identified needs and opportunities.

Report Outcomes

A student:

- Designs, communicates and evaluates innovative ideas and creative solutions to authentic problem or opportunities.
- Plans and manages the production of designed solutions.
- Selects and safely applies a broad range of tools, materials and processes in the production of quality projects.
- Designs algorithms for digital solutions and implements them in a general purpose programming language.
- Investigates how food and fibre are produced in managed environments.
- Explains how the characteristics and properties of food determine preparation techniques for healthy eating.
- Explains how data is represented in digital systems and transmitted in networks.
- Explains how force, motion and energy are used in engineered systems.
- Investigates how the characteristics and properties of tool, materials and processes affect their use in designed solutions.
- Explains how people in technology related professions contribute to society now and into the future.

Assessment Schedule

Semester 1 and Semester 2		
Task	**Date of Task**	**Weighting %**
1. Practical Class work	Ongoing throughout the course	**60**
Course fee due by Week 4 each semester to purchase materials to make projects.		
2. Assignment	Week 9 of the semester	**20**
3. Design Folio	Ongoing throughout the course	**20**
Total Weighting %		**100**

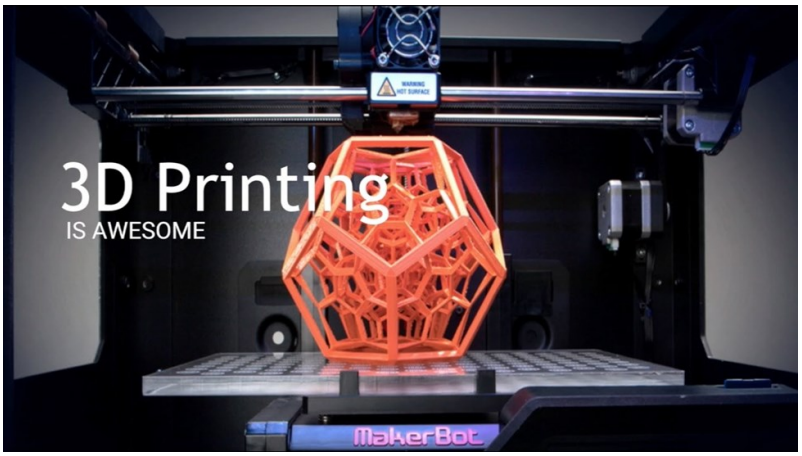
Dates due are a guide only and may be changed at the discretion of the Head Teacher.

Technology Mandatory– continued

Program Summary

The following context areas will be continuously incorporated into the teaching and learning program:-

- Safe working procedures when working on practical tasks.
- The Agriculture and Food Technologies context integrates content from agriculture (food and fibre production) and food technologies.
- The Digital Technologies context encourages students to develop an empowered attitude towards digital technologies, use abstractions to represent and decompose real-world problems, and implement and evaluate digital solutions.
- 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.
- The Material Technologies context focuses on the application of specialist skills and techniques to a broad range of traditional, contemporary and advancing materials.



Literacy

Course Description

The ability to read is an essential life skill. Through explicit teaching and group work, students will Explore a range of strategies designed to support them as they transition into high school. Through exposure to various text types, students will be challenged to demonstrate their comprehension & Vocabulary by responding to individual, pair and group tasks that generate their ability to respond with Increasing sophistication.

1. Understand common academic verbs & the role they play in shaping their responses to questions
2. Develops vocabulary & language acquisition skills
3. Makes connections between a range of language, structural & visual features with a texts purpose & audience
4. Understand how to distill the main idea of texts
5. Develop critical thinking skills including improved inference and deductive reasoning

Assessment Schedule

Timing	Type of Task	Weighting %
Terms 1, 2, 3	Vocabulary Assessments	20
Terms 2, 3, 4	Short Answer	20
Terms 2, 3	GIST Task	20
Term 2	Purpose & Audience Test	20
Term 4	Group Work Task	20
Total Weighting %		100%

Please note:

Some assessments are formative based on teacher observation

Numeracy

Course Description

To be numerate is to use mathematical ideas effectively to participate in daily life and make sense of the world. Through explicit teaching and learning tasks, students will review and develop a variety of core numeracy skills. Building numeracy skills as students transition into their secondary education, will enable them to be prepared to access the secondary curriculum in Mathematics and other subjects. Beginning with place value, students develop their number sense and revise the four operations: addition, subtraction, multiplication and division.

Report Outcomes

1. Understood place value in 4- and 5- digit numbers
2. Compared and ordered 4- and 5- digit numbers
3. Used mental and written strategies for adding numbers
4. Used mental and written strategies for subtracting numbers
5. Used mental and written strategies for multiplication
6. Used mental and written strategies for division
7. Used operation strategies for working with money

Assessment Schedule

Type of Task	Timing
Place Value 1 Quiz	Term 1
Addition 1 Quiz	Term 1
Subtraction 1 Quiz	Term 1
Multiplication 1 Quiz	Term 2
Division 1 Quiz	Term 2
Money Quiz	Term 2
Multiplication 2 Quiz	Term 3
Division 2 Quiz	Term 3
Place Value 2 Quiz	Term 3
Addition 2 Quiz	Term 4
Addition 3 Quiz	Term 4
Subtraction 2 Quiz	Term 4