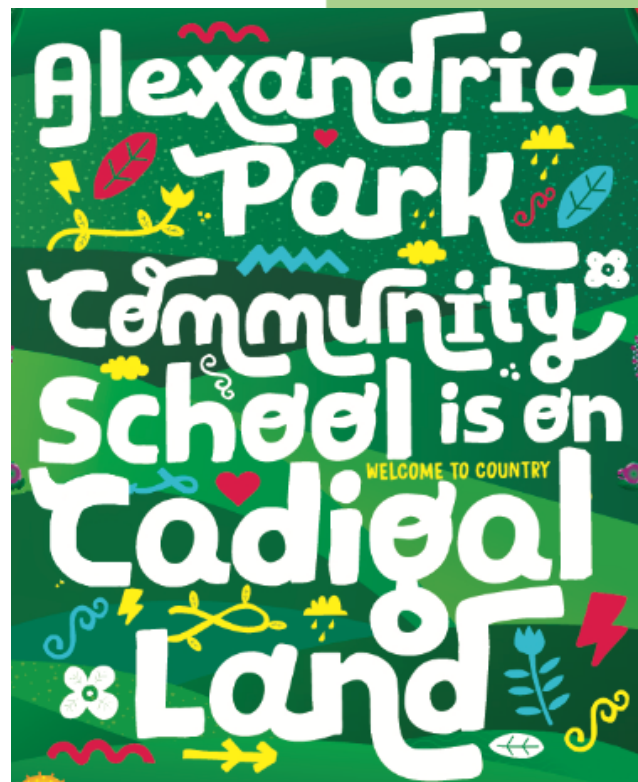


Year 7

Alexandria Park Community School

2023 Curriculum and Assessment Booklet



This booklet provides information to students and parents about the Year 7 teaching, learning and assessment programs at APCS.

Contents

Year 7 Curriculum Structure	2
Best Start	2
National Assessment program	2
Communicating with the school	3
Some important dates	4
Homework ideas for parents	4
APCS Assessment Policy and Procedures	5
English	6
Mathematics	8
Science	11
History	14
Personal Development, Health and Physical Education	17
Visual Arts	19
Music	21
Technology	23

Year 7 Curriculum Structure

The year 7 curriculum is taught through a mix of integrated learning programs and subject specific learning modes. English, Geography, Maths and Science will be taught through an integrated curriculum model where each term has different value as its focus. This aligns with the culturally nourishing schools project which APCS became a part of in 2021. There are also five core skills that students will continue to develop throughout the year and across all four subjects. These skills are: collaboration, communication, connection, creative thinking and critical thinking. English and Geography will be integrated as students develop their knowledge and skills of each subject area together. Maths and Science will also be integrated in the same way. All four subjects will also have essential skills lessons each week where students learn specific skills that are necessary for their development in each subject.

Dun-Galung Yian-Ru strives to nurture students who are innovators, life-long learners and responsible global citizens. We believe that all students are capable of excellence and by encouraging and empowering students to develop necessary skills they can strengthen their identities as collaborative learners. Through engaging in highly contextualised learning, students are able to develop meaningful connections between what they are learning in the classroom and their own lives.

For the remainder of the subjects, students will undertake their learning in subject specific modes. This includes PDHPE, Art, Music and Mandatory Technology. Some of these classes will be in their core class (e.g. 7A) whilst others will be mixed classes (e.g. 20 students from 7A and 7P).

Jenla Support

English as an Additional Language/Dialect (EAL/D)

EAL/D students across all phases will be supported through EAL/D Co-teaching strategies. A range of targeted activities and strategies will be used to enhance English proficiency through explicit EAL/D instruction, with the goal to improve reading, writing, listening and speaking in English.

Learning and Support Team

A learning and support teacher will work closely with the teachers and students in the Dun-Galung Yian-Ru. They will provide direct assistance to students in classes and work collaboratively with the teachers to support the learning needs of all students.

Sport

Students also participate in Sport on Tuesday afternoons for 2 periods each week. Sport is a compulsory requirement in Years 7 – 10.

Transition to Year 7 Assessment

Year 7 Best Start has been replaced by the Transition to Year 7 Assessment. This assessment is optional for individual students who did not complete Year 6 Check-in assessments in Terms 3 and 4 in 2022.

There are two assessments: Literacy and Numeracy.

Each assessment consists of 40 multiple choice questions.

National Assessment Program

Year 7 students will sit for four external assessment tests as part of the National Assessment Program. The purpose of these tests is to assess the literacy and numeracy performance of Year 7 students. The results of these tests will be reported to schools, students and parents using a common reporting scale with performance bands in reading, writing, language and numeracy.

NAPLAN 2023 online test

Students will complete the NAPLAN tests online for 2023. NAPLAN online is a tailored test that adapts to students' responses resulting in more precise results. The tests will be held from 15 – 27 March, 2023. The tests will be taken in the following order: Reading, Writing, Conventions of Language and Numeracy.

Information regarding NAPLAN can be found at:

<https://www.nap.edu.au/naplan>

If a student misses a test a make-up test can only be rescheduled during the scheduled NAPLAN testing period of 11 – 21 May. More information regarding NAPLAN online will be provided closer to the date.

Communicating with our school

Alexandria Park Community School values parent communication and engagement with our school and recognises the importance of having an effective system in place to assist with this process. The link below to the school community charter outlines the responsibilities of parents, carers and school staff to ensure our learning environments are collaborative, supportive and cohesive.

<https://education.nsw.gov.au/public-schools/going-to-a-public-school/school-community-charter>

If you would like to contact the school, you can do so by:

- Phoning the school admin office on 9698 1967
- In person – please report to the Administration Office
- By email @alexparkcs-schools.nsw.edu.au, please write the name of teacher in the subject box

Year 7 have a Google Classroom that all students will join and parents are also invited to join. There is a great place for the Year Adviser to communicate with the students. The code to join the Google Classroom is: noems6h

Parents and students will be invited to join the APCS Sentral Portal. You will be issued with a code that allows you to access information such as school reports, the booking system for Parent Teacher Night, school newsletters and daily notices. A letter with more information will be sent out to all parents and students.

Who to contact:

Position at APCS	Matters they deal with:
Classroom teachers	First contact for anything pertaining to that individual subject. This may include class work, homework, assignments or a specific incident that occurred in that classroom.
Head Teacher of Year 7	The HT of year 7 is a good point of contact regarding the integrated learning program for the core subjects (English, Geography, Maths and Science). They can also provide information and assistance about any behaviour or discipline concerns with year 7 more generally. Please email Mr Waterworth at daniel.waterworth@det.nsw.edu.au .
Head Teachers of each subject area	If a parent has worked with their child's classroom teacher and feel that their needs should be further addressed. If a parent would like to share some positive experiences that are happening in the classroom or at home in relation to that topic.
Learning and Support Teachers	If a parent feels that their child needs some support in the classroom due to diverse learning needs.
Year Adviser	Can assist with matters that are occurring outside of the classroom and with wellbeing concerns. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child. Please email Ms Ward at hannah.ward15@det.nsw.edu.au
Head Teacher Wellbeing	Can assist with matters that are occurring outside the classroom and with wellbeing concerns that are serious in nature. Can also assist with serious ongoing medical condition notifications (diabetes, anaphylaxis). Please email Ms Betar at patricia.betar@det.nsw.edu.au

Deputy Principal	To be notified directly with serious concerns that a parent feels cannot be dealt with by other staff at the school. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child. Please email Ms Hawkins at louise.hawkins1@det.nsw.edu.au
Principal	To be notified directly with serious concerns that a parent feels cannot be dealt with by the Deputy Principal. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child.

Google classroom codes

Announcements	vwkswto
Assessment Task	cdmdxsl
English Essential Skills	oklm3ze
Geography Essential Skills	445t5rl
Mathematics Essential Skills	em2wfe
Science Essential Skills	ei4pk7h
7AL English/Geography	wgcmwtw
7EP English/Geography	3zmigm2
7AL Science	ldc3f4n
7AL Maths	u7mu2t4
7EP Maths	cei2w34
7RK Maths	3qvl7zu
7X Maths	5jrj52r
7RK Science	

Homework ideas

<p>Assessment Preparation:</p> <ul style="list-style-type: none"> - The research and planning aspects of assessments should be carried out first. - Then the actual completion of the task should take place (ticking off all relevant aspects as complete). - Finally read over and edit work to ensure the work has been finessed. - Write regular revision notes and revise them for upcoming tests and in-class tasks. 	<p>Class work:</p> <ul style="list-style-type: none"> - Complete any unfinished class work and/or complete any set homework tasks prior to their due date. - Ensure homework is ready to present for the next lesson - Brain dump – give yourself 3 minutes to write down everything you learned in class that day - Create a concept map to build relationships between key words, phrases, class content 	<p>Wide reading:</p> <ul style="list-style-type: none"> - Read both fiction and non-fiction sources covering the topics being studied in class - There are lots of ideas on this website for ways to enhance your reading skills https://www.educatorstechnology.com/2018/02/19-educational-websites-to-enhance.html - Use online resources or databases to find relevant articles and e-books on topics being studied. https://www.sl.nsw.gov.au/
<p>Teach:</p> <ul style="list-style-type: none"> - Teach your family something you were taught during class this week. 	<p>Language and Writing strategies:</p> <ul style="list-style-type: none"> - Compile a topic glossary at the back of the book (look up any new terms/concepts that the student is unfamiliar with and try to integrate these into future lessons). - Play Words with Friends (or similar) complete a crossword or Target game (see Sydney Morning Herald). 	<p>Media/ICT:</p> <ul style="list-style-type: none"> - Watch relevant films and documentaries - Watch the news and current affairs programs like 'The Project' (channel 10) or 'The Feed' (on SBS), - Create a Kahoot on your topic towards the end of the unit to use as revision - Read hard copy or online newspapers and post interesting articles on Google Classroom to discuss in class.

APCS Assessment Policy and Procedures for Year 7

Assessment provides students, parents and teachers with information about student achievement and progress in each course studied, in relation to syllabus standards.

Throughout the year students will be given formal and informal assessment and learning tasks to complete in each course. Information gathered from both formal and informal tasks will be used to determine the extent to which students have achieved the outcomes of the course and the level of achievement that will be recorded on school reports.

Formal assessment task schedules for all Year 7 courses are contained in this booklet.

1. Students will be given at least one week notice, in writing, of a formal task.
2. It is the student's responsibility to be aware of all formal assessment tasks. Not knowing about a task will not be accepted as an excuse for failing to do a task or for not completing a task to your personal best.
3. If a student believes they have a valid reason to request an extension of time to complete a formal assessment task, this must be negotiated with the class teacher well in advance of the due date.
4. If a student is absent on the day a formal task is due to be completed or submitted, the student must follow these procedures on return to school.
 - 4.1 Report to the teacher who issued the task and submit a parental note or doctor's certificate explaining the absence.
 - 4.2 Negotiate a time to sit the task / alternate task OR submit the completed task.

This procedure **MUST** be done by the first day back on return to school.

If deadlines are not met then penalties will apply. Students will refer to the individual Faculty policy.

Parents will be notified of assessment task completion concerns. These concerns may relate to non- attendance, failure to submit or complete a task, late submission, unsatisfactory achievement, and plagiarism.

Failure to sit for, submit and make a serious attempt at formal assessment tasks will affect student achievement and performance.

PLEASE NOTE:

The Assessment Schedules printed in this booklet for all curriculum areas are intended as a guide only. Students will receive assessment schedules at the commencement of the year. Changes to these may be made during the year as extenuating circumstances may occur. Students will receive advance warning of assessments via an assessment notification at least one week prior to the task.

Integrated Learning

Term 1 - Identity

Value Overview

In Term 1, students will explore the concept of identity as they develop their knowledge and skills across their four core subjects. This understanding of identity will include understanding themselves, understanding their world and understanding their role as learners at APCS. To help students develop this understanding, they will continue to refer back to our reflection questions relating to identity that underpin our learning:

- What values shape who we are?
- What does my community mean to me?
- Where do I belong in the world?
- How do I interact with the world around me?
- Why is identity important?

Subject Specific Focus

English

Students will develop their knowledge and understanding of visual literacy and persuasive language as they explore a variety of visual texts. This will include picture books and advertisements from the real world. Students will also develop their understanding of the English textual concepts of connotation, symbol and imagery, intertextuality and representation.

Geography

Students will develop their knowledge and understanding of interconnections as a core topic in geography. This will involve learning about personal connections, technology and trade/ production and consumption. Students will also develop necessary foundational geography skills such as acquiring, processing and communicating whilst interpreting maps, graphs, statistics and visual representations. This will ensure they understand the geographical concepts of interconnection and space.

Mathematics

Students will focus on developing their core mathematics skills in relating to computation with integers (working with whole numbers) and fractions, decimals and percentages. These skills are taught in context of application and relevance to the real work.

Science

During this term, students will delve into the fascinating world of matter and cells, gaining a deeper understanding of how everything in the universe is made up of elements and how these elements come together to form cells and systems. The focus of their learning will be centered on their identity as scientists, as they build their knowledge and skills in working scientifically, with a strong emphasis on hands-on learning in science laboratories. In doing so, students will gain a deeper appreciation of the scientific process, including how to design and conduct experiments, interpret data, and draw conclusions based on their findings..

Assessment Task

Maths

Students will identify numbers that have significant meaning for them and use their knowledge of writing numbers in various forms, including: as simple numerals, in word form, as Roman numerals and in the Gomboree language (where possible).

Students will explore the concept of proportions by detailing the recipe for a family favourite recipe and the amounts of ingredients required for feeding a large group of people as well as identifying the cost of doing so.

Science

This year 7 bunsen burner assessment assesses students' understanding of phase change and scientific skills. They will observe heating of different substances, identify melting and boiling points, and analyse experiments using the scientific method and appropriate equipment.

English / Geography

The core assessment task this term is a co-operative website where students create pieces of work to reflect their knowledge and understanding of the concept of identity across all core subjects and publish these on their group website.

The tasks for each subject are outlined below:

English - a multimodal text that reflects the student and their world with a paragraph to explain the choices they made in creating this piece.

Geography - a personal infographic about their identity with a focus on exploring the past, present and future as well as a written interpretation of the infographic.

Reflection - students complete a personal reflection in response to one of the reflection questions about identity.

An official assessment task notification will be issued to students during Term 1, 2023.

Integrated Learning

Term 2 - Place

Value Overview

In Term 2, students will explore the concept of place as they develop their knowledge and skills across their four core subjects. This understanding of place will revolve around understanding what this concept means from multiple perspectives including spiritually, physically and emotionally. To help students develop this understanding, they will continue to refer back to our reflection questions relating to place that underpin our learning:

- What is the relationship between identity and place?
- What makes place important to us?
- How do we define places and their value?
- How does place impact us and how do we impact place?
- Why do people's perceptions of places vary?

Subject Specific Focus

English

Students will develop their knowledge and understanding of creative writing as they explore an extended text this term. They will also develop their understanding of the English textual concepts of theme, point of view and character as they engage in a novel study.

Geography

Students will develop their knowledge and understanding of place and liveability as a core topic in geography. This will involve learning about influences and perceptions, access to services and facilities, environmental quality, community and enhancing liveability. Students will engage in a case study and fieldwork to develop their understanding of geography in the context of the real world.

Mathematics

Students will continue developing their core mathematics skills relating to fractions, decimals and percentages. This term they will also focus heavily on the topics of Time and Angle Relationships.

Science

Students learning this term will continue developing their skills of working scientifically with a focus on measuring and representing findings. They will also explore the physical nature of place including what the earth is made of and how water interacts with where we live.

Assessment Task

The core assessment task this term focuses on the analysis or creation of a place. Students will need to use skills and perspectives from all four subjects to represent their knowledge of their selected place.

English - describe the place using their creative writing skills.

Geography - analyse the liveability of the place based on set criteria.

Mathematics - students will sit a Half-Yearly exam covering the content covered thus far this year, that is the topics: Computations with Integers, Fractions, Decimals and Percentages, Time and Angle Relationships.

Science - explain the process that made this place through investigation.

Reflection - students complete a personal reflection in response to one of the reflection questions about place.

An official assessment task notification will be issued to students during Term 2, 2023.

Integrated Learning

Term 3 - Power

Value Overview

In Term 3, students will explore the concept of power as they develop their knowledge and skills across their four core subjects. This understanding of power will revolve around understanding what this concept means from multiple perspectives including locally, nationally and internationally. To help students develop this understanding, they will continue to refer back to our reflection questions relating to power that underpin our learning:

- What does power mean in different contexts?
- Who has power and why?
- How do perceptions of power vary?
- How is power influenced by the uneven distribution of resources?
- Why is power important?

Subject Specific Focus

English

Students will review their knowledge of persuasive texts as they study a variety of speeches across time. This analysis will focus on the English textual concepts of context and perspective as students question which voices are given power, why are they given power and how has this changed over time.

Geography

Students examine water as a resource and the factors influencing water flows and availability of water resources in different places. They will examine the concept of “Power” through an evaluation of resource ownership and control. They investigate the nature of water scarcity and assess ways of overcoming it. Students discuss variations in people’s perceptions about the value and control of water and the need for sustainable water management. Students also investigate processes that continue to shape the environment including an atmospheric or hydrologic hazard.

Mathematics

Students will continue developing their core mathematics skills with a focus on ratios and conversations between a variety of different mathematical areas (e.g. length, area, indices and probability).. These skills are taught in context of application and relevance to the real work.

Science

Students learning this term will continue developing their skills of working scientifically with a focus on using a variety of different science equipment. They will also develop their understanding of physics as a core aspect of the science curriculum as they explore forces from a variety of perspectives and in different ways.

Assessment Task

The core assessment task this term focuses on the media as a key representation of power in our world today. Students will create a news item for the Alex Park News that allows them to give a voice and power to what they have been learning this term. Students will draw on knowledge and skills from all four subjects to complete this task.

An official assessment task notification will be issued to students during Term 3, 2023.

Integrated Learning

Term 4 - Change

Value Overview

In Term 4, students will explore the concept of change as they develop their knowledge and skills across their four core subjects. Students will explore changes within their own world and the world of others and consider the positives, negatives and inevitability of change. To help students develop this understanding, they will continue to refer back to our reflection questions relating to change that underpin our learning:

- What are the different types of change?
- What changes would you like to see in your world?
- Who is responsible for change?
- How can change be managed?
- Why do things change?

Subject Specific Focus

English

Students will develop their knowledge and understanding of non-fiction and film texts through their study of a documentary. They will also develop their understanding of the English textual concepts of authority, argument and codes and conventions.

Geography

Students explore landscapes and landforms using examples from Australia and throughout the world. They will explore the term theme of “Change” and how this relates to changes in the landscape through both natural and human processes. They explain processes that create landscapes and shape individual landforms and they describe the value of landscapes and landforms to different people. Students examine issues of landscape degradation and ways to manage and protect landscapes and landforms. Students also investigate a natural hazard associated with landscapes and people’s responses to that hazard.

Mathematics

Students will continue developing their core mathematics skills relating to algebra, equations, prime numbers and divisibility tests. These skills are taught in context of application and relevance to the real work.

Science

Students explore the question of how science changes lives. This is done through a variety of case studies across the different areas of science.

Assessment Task

The core assessment task this term focuses on a research project surrounding the concept of change. Students will follow a research process where they can utilise the skills they have learned throughout the year across all four subjects to plan, acquire, process and communicate their research.

Mathematics - students will sit a Yearly exam covering the content covered thus far this Semester, which would be: Length, Perimeter and Circumference, Area, Indices, Probability and Algebra.

An official assessment task notification will be issued to students during Term 4, 2023.

7X Selective Differentiated Assessment Tasks

Maths

Scope and Sequence – Topics	Timing
Number and Algebra - Computation with integers: Working with whole numbers In this topic a student: works with place value, adds and subtracts positive integers, multiplies small and large positive integers, divides positive integers and remainders, estimates, rounds and orders operations with positive integers In this topic a student: works with negative integers, adds or subtracts positive and negative integers, multiplies or divides by an integer, orders operations with positive and negative integers, uses the Cartesian plane	7 Weeks Term 1
Number and Algebra - Introduction to Indices In this topic a student examines: divisibility tests, prime numbers, indices, zero index and laws, prime decomposition, squares, square roots, cubes and cube roots, the zero index and index laws	3 Weeks Term 1
Number and Algebra - Fractions, Decimals and Percentages In this topic a student examines: factors and multiples, HCF and LCM, Fractions; improper, mixed numerals, equivalence and simplification, Ordering positive and negative fractions, Decimals; place value, ordering and rounding, Connecting and Conversion between fractions, decimals and percentages, Percentage of a quantity, Using fractions and percentages to compare two quantities In this topic a student examines: adding, subtracting, multiplying and dividing fractions, Multiplying decimals by powers of 10, Multiplying and dividing decimals, computation with negative fractions, Multiplying and dividing decimals, computation with negative fractions	7 Weeks Term 2
Statistics and Probability: Probability In this topic a student calculates: Theoretical and experimental probability in single step experiments, compound events in single experiments, Venn diagrams and two way tables, two step experiments	3 Weeks Term 2
Measurement and Geometry - Time In this topic a student is: Calculating with units of time, Working with time and time zones	3 Weeks Term 3
Measurement and Geometry - Angle Relationships In this topic a student: uses the language, notation and conventions of geometry; points, lines intervals and angles, measures and classifies angles, adjacent angles and vertically opposite angles, transversal lines and parallel lines, solves geometry problems, makes circles and constructions with ruler and compasses, and constructions with dynamic geometry software	4 Weeks Term 3
Number and Algebra - Algebraic Techniques 1 In this topic students commence the: Introduction to algebra, substitution into algebraic expressions, equivalent algebraic expressions, like terms, multiplying dividing and mixed operations, expanding brackets plus extension in application, number and spatial patterns, the cartesian plane and graphs	4 Weeks Term 3
Number and Algebra - Equations In this topic students are: Introduced to equations, solving equations by inspection and systematically Equations with fractions and brackets, plus extension in formulas and relationships and solving problems	3 Weeks Term 4
Measurement and Geometry - Length Perimeter and Circumference In this topic students examine: Measurement Systems, using and converting units of length, Perimeter of rectilinear figures, Pi and circumference of circles, Arc length, perimeter of sectors and composite figures	2 Weeks Term 4

Measurement and Geometry - Area In this topic a students uses: Units of area, areas of rectangles parallelograms, composite figures, mass and temperature	4 Weeks Term 4
Revision	1 Week Term 4

The aim of Mathematics in years 7 -10 is that Students:

- be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with mathematical processes, and be able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning
- appreciate mathematics as an essential and relevant part of life, recognising that its cross-cultural development has been largely in response to human needs
- demonstrate interest, enjoyment and confidence in the pursuit and application of mathematical knowledge, skills and understanding to solve everyday problems
- develop and demonstrate perseverance in undertaking mathematical challenges

	Type of Assessment Task	Week Due	Weighting
1	Portfolio 1 50% - Student selected work samples from each topic 50% - Teacher selected work samples and common tasks	Week 5 Term 2	50%
2	Portfolio 2: 50% - One student selected work sample from each topic 50% - Teacher selected work samples and common tasks	Week 5 Term 4	50%

Students are required to select two unique pieces of evidence to showcase their achievement/progress in each topic covered for Semester. For each piece of evidence, students will be assessed on their level of completion/variety, quality and complexity. Students will also be assessed on their evaluation of their evidence.

Teacher selected work samples refer to common assessment tasks all students are to receive throughout the semester. Tasks such as topic tests, projects and examinations. Students will be issued with a formal assessment notification at least 2 weeks prior to the due date of common tasks. The notification will also be posted on Google Classroom.

Teacher:

7X: Mr Chen

Head Teacher: Michael Lucas

Email: michael.lucas@det.nsw.edu.au

Year 7X Science Assessment Schedule

Google Classroom Code	xzecewt
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Scope and Sequence – Topics	Timing
Working Scientifically Space exploration, wonder drugs, computers, nuclear weapons, heart transplants. These are just some of the results of scientific discovery and development. Obviously, some are good and some are not. Historically, the process of scientific discovery begins with curiosity about the world around us. Scientists have developed a systematic approach to investigate phenomena known as the scientific method. Here we consider this method of science, together with the work of scientists past and present as well as the place of science in our modern world.	Term 1 Weeks 1-2
It's Elemental This topic examines the particle theory of matter and aims to give students an understanding of matter as particles. It also examines that every substance is made up of elements found in the periodic table.	Term 1 Weeks 3-6
Cells and Systems Cells are the building blocks that make up all living things. Cells make up insects and frill necked lizards, germs and gumtrees, platypus and pond slime, daisies and dolphins. Cells are microscopic- they can only be seen using a microscope. The story of cells is therefore closely connected to the development of the microscope. The colourful history of cell theory demonstrates a link between the development of technology and new discoveries and changing ideas in science. The microscope has also allowed scientists to discover microorganisms, their structure, weaknesses and the diseases they cause.	Term 1 Weeks 7-10
Hard Rock The Earth's surface has much to reveal about our planet's five billion-year history. Although the rocks beneath our feet may seem commonplace, they are actually a rich mosaic of material that has been formed and re-formed by a multitude of natural processes. Under the rarest of conditions, some rocks have preserved the remains of living things that have not walked the Earth for millions of years, and can offer valuable insight into the evolution of life culminating in the present day. But beyond its interest to Science, the crust of the Earth also offers up many different types of valuable natural resources on which human civilisation depends.	Term 2 Weeks 1-5
Water This topic allows students to discover the water cycle process, specifically where water can end up. Including how Aboriginal and Torres Strait	Term 2 Weeks 6-10

Islander peoples' knowledge is being used in decisions to care for country and place, eg terrestrial and aquatic resource management	
Forces A force is a push or pull that results when one object interacts with another. There are many different kinds of forces, from contact forces such as friction, drag, buoyancy and surface tension to non-contact forces that act at a distance such as magnetism, electrostatics and gravity. Forces large and small govern the behaviour of everything in the world, from the tiniest little particles that make up the matter around us, to the motion of planets, stars and galaxies in the known Universe.	Term 3 Weeks 1-3
Student Research Project Students select or are given a topic to research. They develop a hypothesis and plan a controlled investigation to test it. An information booklet is provided for students to complete. Students carry out the planned investigation, record their observations and write a report.	Term 3 Weeks 10
Classification Classification usually involves separating objects/substances based on their characteristics. 1.7 million organisms on Earth have been identified and classified. From earliest times humans have identified three groups of living organisms – plants and animals and humans. Scientists have investigated the relationship between life forms and developed a new classification scheme that includes humans as animals. Students should become familiar with the diversity of life forms and their special characteristics and develop an understanding of the position of humans in this classification scheme. This topic will introduce students to the method of classification and apply this to organisms within our world (especially Australia).	Term 3 Weeks 7-9
	Term 4 Weeks 1-9

In Year 7 Subject Students will develop an understanding of the following concepts and skills:

In Year 7 Science students will have the opportunity to begin to develop:

- a) core skills in planning investigations, conducting investigations, communicating information and understanding, developing scientific thinking and problem-solving techniques, working individually and in teams, and
- b) Knowledge and understanding in the history of Science, the nature and practice of Science, applications and uses of Science, implications of Science and the environment, current issues, research and development, models, theories and laws, and structures and systems related to the physical world, matter, and the interactions within the physical world, matter, the living world and earth and space.

	Topic Assessed	Type of Assessment Task	Week Due	Weighting
1	Working scientifically	Practical Exam	Term1 Week 10	20%
2	Working scientifically Cells and systems Classification	Half Yearly Exam	Term 2, Week 6	25%
3	Forces	Student Research Project	Term 3, Week 10	25%
4	Hard Rock Water It's Elemental	Yearly Examination	Term 4, Week 6	30%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class

- Exercise book
- Ruler, pencil, rubber, pen.
- Device, laptop/tablet

Homework expectations

All students will be given these types of tasks regularly to complete at home:

- Overnight homework to complete unfinished class work
- Revise and summarise class work regularly and especially before exams
- Complete assignment work listed on table above

It is expected that students complete these tasks by the due date. It is anticipated that students will get up to 1-2 hours of Science Homework per week.

- Students who are away are expected to catch up on work upon their return by asking a buddy in class and their class teacher.
- Students are expected to follow safety procedures in the laboratory to carry out investigations.

Head Teacher : Kylie Biddle

7X Selective English

Classroom teachers:	Google Classroom Code
7X English	435bo2t

Term 1 Identity	
Overview	Exploring concept of own and Australian Identity through the study of visual literacy and persuasive language.
Texts	Picture Books Advertising
English Textual Concepts	Connotation, Symbol and Imagery Intertextuality Representation
Focus Questions	What values shape who we are? What does my community mean to me? Where do I belong in the world? How do I interact with the world around me? Why is identity important?
Outcomes	EN4-1A, EN4-2A, EN4-6C, EN4-9E
Assessment	
Term 2 Place	
Overview	Exploring sense of place through novel study.
Texts	The Year The Maps Changed
English Textual Concepts	Theme Point of View Character Narrative
Focus Questions	What is the relationship between identity and place? What makes place important to us? How do we define places and their value? How does place impact us and how do we impact place? Why do people's perceptions of places vary?
Outcomes	EN4-5C, EN4-7D, EN4-8D

Assessment	
Term 3 Power	
Overview	Exploring the concept of power through speeches, monologues and Shakespeare.
Texts	Shakespeare - <i>Twelfth Night</i> Board Games
English Textual Concepts	Authority Code and Conventions Literary Value Style
Focus Questions	What does power mean in different contexts? Who has power and why? How do perceptions of power vary? How is power influenced by the uneven distribution of resources? Why is power important?
Outcomes	EN4-2A, EN4-5C, EN4-8D
Assessment	
Term 4 Change	
Overview	Exploring the idea of change through society, climate, and self.
Texts	Documentaries Speeches
English Textual Concepts	Argument Genre Context
Focus Questions	What are the different types of change? What changes would you like to see in your world? Who is responsible for change? How can change be managed? Why do things change?
Outcomes	EN4-1A, EN4-4B, EN4-5C, EN4-7D
Assessment	

Assessable Outcomes:

Semester 1 Reported Outcomes	Semester 2 Reported Outcomes
<p>EN4-1A A student responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.</p> <p>EN4-4B Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence</p> <p>EN4-7D Demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it.</p>	

Head Teacher: Miss J. M. Ryan

Email: jane.ryan@det.nsw.edu.au

7X Geography

Google Classroom Code

dctb4ar

Scope and Sequence	Timing
Topic 1: IDENTITY / Inengdion (Interconnections)	Term 1
Topic 2: PLACE / Karing (Place and Liveability)	Term 2
Topic 3: POWER / Palrung (Water)	Term 3
Topic 4: CHANGE / Kwangling (Landscape and Landforms)	Term 4

In Year 7 Geography Student will develop an understanding of the following:

Key Inquiry Questions

- Why is there a diversity of landscapes and landforms on earth?
- What environmental and human processes form and transform landscapes and landforms?
- Why do people value landscapes and landforms?
- To what extent are landscapes sustainably managed and protected
- Why does the spatial distribution of water resources have on people, places and environments?
- What approaches can be used to sustainably manage water resources and reduce water scarcity?
- Why do people's perceptions of the liveability of a place vary?
- What effect does environmental quality and access to services have on people's wellbeing?
- How can strong community identity and social connectedness enhance the livability of places?
- What approaches can be used to improve the liveability of places?
- How are people connected to other places?
- What role does technology play in connecting people, goods, services and information in other places
- What are the consequences of a globally connected world for peace and places?
- Why are interconnections important for the future of places and environments?

	Topic Assessed	Type Assessment Task	Date	Weighting
1	Identity Inengdion (Interconnections)	Visual report on the process behind the supply of a selected consumer good/ product.	Term 1 Week 7	25%
2	PLACE / Karing (Place and Liveability)	Information Report - Digital submission of Information Report on the Liveability of a selected suburb.	Term 2 Week 5	25%
3	POWER / Palrung (Water)	Visual presentation: Case study of water scarcity in different countries	Term 3 Week 7	25%
4	CHANGE / Kwangling (Landscape and Landforms)	In Class Test: assessing the topic <i>Change - Landscapes and Landforms</i>	Term 4 Week 5	25%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

Students are required to bring an exercise book and a laptop to each class. Assignments and class work will be posted onto google classroom.

Students are expected to complete homework and submit all tasks on time. If they can not meet a deadline the expectation is they contact the teacher or HT prior to the due date.

Teachers:

7X: Mr Craig

Head Teacher HSIE: Mr Okell

Email: stewart.okell@det.nsw.edu.au

Personal Development, Health and Physical Education

Scope and Sequence			
Theory	Timing	Practical	Timing
Glee to be me	Term 1 Wks 1-5	Fundamental Movement Skills	Term 1 Wks 6-10
Lets Get Fit	Term 2 Wk 1-10	Fitness Testing	Term 2 Wk 1-10
Lean on Me	Term 3 Wks 1-5	Invasion Games	Term 3 Wks 6-10
The Influential World Around Us	Term 4 Wks 1-5	Net Games	Term 4 Wks 6-10

	Topic Assessed	Assessment Task	Details of submission	Date	Weighting
1	Glee to Be Me	Multiple Choice and Short Answer Responses	In class task	T1 Wk6	20%
2	Fundamental Movement Skills	Practical Skills Tests	In class task during practical lessons	T1 Wk10	20%
3	Lets Get Fit	Self-assessment	In class task during practical lessons	T2 Various Dates	30%
4	Lean on Me	Scenario-based Responses	In class task	T3 Wk 4-6	30%

Assessable Outcomes:

- › examines and evaluates strategies to manage current and future challenges PD4-1
- › examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others PD4-2
- › investigates effective strategies to promote inclusivity, equality and respectful relationships PD4-3
- › refines, applies and transfers movement skills in a variety of dynamic physical activity contexts PD4-4
- › transfers and adapts solutions to complex movement challenges PD4-5
- › recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity PD4-6
- › investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities PD4-7
- › plans for and participates in activities that encourage health and a lifetime of physical activity PD4-8
- › demonstrates self-management skills to effectively manage complex situations PD4-9
- › applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts PD4-10
- › demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences PD4-11

Semester 1 Reported Outcomes	Semester 2 Reported Outcomes
<p>PD4-1: examines and evaluates strategies to manage current and future challenges</p> <p>PD4-2: examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others</p> <p>PD4-5: transfers and adapts solutions to complex movement challenges</p> <p>PD4-8: plans for and participates in activities that encourage health and a lifetime of physical activity</p>	<p>PD4-3: investigates effective strategies to promote inclusivity, equality and respectful relationships</p> <p>PD4-4: refines, applies and transfers movement skills in a variety of dynamic physical activity contexts</p> <p>PD4-6 - recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity</p> <p>PD4-9 demonstrates self-management skills to effectively manage complex situations</p>

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class:

- Theory lessons: Laptop, pens, pencils, highlighters, & water bottle.
- Practical lessons: Red sport uniform, appropriate running footwear, a hat & a water bottle.

Homework expectations: once every 2 weeks and assessment tasks.

Excursions - swim school.

Students also must wear their red sports shirt and sports shoes on **Tuesday** to participate in sport. Practical activities take place at school and at Alexandria Park.

At times students will be offered the opportunity to participate in sports that are off the school site.

Prior notice will be given for these events.

PDHPE requires students to develop their maturity to create a safe environment where sensitive topics can be discussed and opinions shared.

Head Teacher PDHPE: Ms Baker

Email: alexandra.baker9@det.nsw.edu.au

Classroom teachers:	Google Classroom Code
7A - Ms T. Kasz	pwvejdn
7E - Ms J. Stafford	bdwu4ew
7L - Mr W. Ridley	smq5zpe
7X - Mr. W. Ridley	vdjzk72
7P - Mr. W. Ridley	cuxayo5
7R - Mr. M. Brenner	7zaa6zq
7K- Ms L. Kelso	72hhi5c

7X Differentiated Assessment Tasks

Personal Development, Health and Physical Education

Scope and Sequence			
Theory	Timing	Practical	Timing
Glee to be me	Term 1 Wks 1-5	Fundamental Movement Skills	Term 1 Wks 6-10
Lets Get Fit	Term 2 Wk 1-10	Fitness Testing	Term 2 Wk 1-10
Lean on Me	Term 3 Wks 1-5	Invasion Games	Term 3 Wks 6-10
The Influential World Around Us	Term 4 Wks 1-5	Net Games	Term 4 Wks 6-10

	Topic Assessed	Assessment Task	Details of submission	Date	Weighting
1	Glee to Be Me	Examination- 7X extension includes an additional analysis question.	In class task	T1 Wk6	20%
2	Fundamental Movement Skills	Practical Skills Tests- 7X extension includes a page self-reflection on how to further improve performance.	In class task during practical lessons	T1 Wk10	20%
3	Lets Get Fit	Self-assessment- 7X extension includes a data analysis graphing task.	In class task during practical lessons	T2 Various Dates	30%
4	Lean on Me	Scenario-based Responses- 7X extension includes developing a self-help guide to support peers.	In class task	T3 Wk 4-6	30%

Assessable Outcomes:

- › examines and evaluates strategies to manage current and future challenges PD4-1
- › examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others PD4-2
- › investigates effective strategies to promote inclusivity, equality and respectful relationships PD4-3
- › refines, applies and transfers movement skills in a variety of dynamic physical activity contexts PD4-4
- › transfers and adapts solutions to complex movement challenges PD4-5
- › recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity PD4-6
- › investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities PD4-7
- › plans for and participates in activities that encourage health and a lifetime of physical activity PD4-8

- › demonstrates self-management skills to effectively manage complex situations PD4-9
- › applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts PD4-10
- › demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences PD4-11

Semester 1 Reported Outcomes	Semester 2 Reported Outcomes
<p>PD4-1: examines and evaluates strategies to manage current and future challenges</p> <p>PD4-2: examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others</p> <p>PD4-5: transfers and adapts solutions to complex movement challenges</p> <p>PD4-8: plans for and participates in activities that encourage health and a lifetime of physical activity</p>	<p>PD4-3: investigates effective strategies to promote inclusivity, equality and respectful relationships</p> <p>PD4-4: refines, applies and transfers movement skills in a variety of dynamic physical activity contexts</p> <p>PD4-6 - recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity</p> <p>PD4-9 demonstrates self-management skills to effectively manage complex situations</p>

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class:

- Theory lessons: Laptop, pens, pencils, highlighters, & water bottle.
- Practical lessons: Red sport uniform, appropriate running footwear, a hat & a water bottle.

Homework expectations: once every 2 weeks and assessment tasks.

Excursions - swim school.

Students also must wear their red sports shirt and sports shoes on **Tuesday** to participate in sport. Practical activities take place at school and at Alexandria Park.

At times students will be offered the opportunity to participate in sports that are off the school site. Prior notice will be given for these events.

PDHPE requires students to develop their maturity to create a safe environment where sensitive topics can be discussed and opinions shared.

Head Teacher PDHPE: Ms Baker

Email: alexandra.baker9@det.nsw.edu.au

Classroom teachers:	Google Classroom Code
7X - Mr. W. Ridley	vdjzk72

Visual Arts

Scope and Sequence – Topics	Timing
Learning to See: <i>Observational Still Life Drawing</i> Students will commence their high school study of art with a focus on the fundamentals of drawing. Students will learn about the elements of art, with a focus on a range of different still life artworks from the past 500 years. Students will produce their own personal still life drawing that represents their identity. Through their drawing they will demonstrate their understanding of the elements of art and how composition can create a story.	16 Weeks
My Place: <i>Landscape Painting</i> This unit will focus on the fundamentals of painting with a focus on landscape painting. Students will develop their practical painting skills, as well as their understanding of the concept of place through the exploration of a place they value. This will culminate in students producing their own landscape painting based on their own place and an artist research task based on a landscape artist they have looked at in class.	20 Weeks
My Obsession: <i>A zine project</i> In this unit, students will investigate and represent a personal interest through photography, digital imaging and zine making. Using a variety of techniques, students will explore the concept of change by creating tableau photographs and zines that either investigate a personal interest through time or change their audience's perspectives on an issue or topic important to them.	10 Weeks

In Year 7 Visual Arts students will develop an understanding of the following concepts and skills:

Concepts -

- The Frames as analytical tools through which to investigate and understand art: *Subjective, Structural, Cultural, Postmodern*
- The Conceptual Framework as a means to understand relationships between the agencies of the artworld: *Artist, Artwork, Audience, World*
- The Elements of Art and how they can be used to convey different messages and meaning: *Line, Value, Shape, Form, Colour, Texture, Space*

Skills -

- Artmaking: *drawing, painting, colour mixing, zine-making, adding meaning to artworks through use of the frames and conceptual framework*
- Art Criticism and Art History: *writing about art, using the frames and conceptual framework to interpret artworks*

Assessment Schedule

	Topic Assessed	Type of Assessment Task	Week Due	Weighting
1	<i>Learning to See</i>	<u>Artmaking</u> : Still life drawing <u>Critical & Historical Study</u> : Writing task	Term 2, Week 5	Drawing: 35% Writing task: 15%

2	My Place: Research Task	<u>Critical & Historical Studies:</u> Research task/artist study	Term 3, Week 10	Research task: 15%
	My Place: Landscape painting	<u>Artmaking:</u> Landscape painting	Term 4, Week 5	Painting Task: 35%
5	Visual Art Process Diary Ongoing Artmaking and Critical & Historical tasks	All of the above	Ongoing	Formative

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class

Device/laptop

A4 spiral-bound visual art diary

Homework expectations

There is no art homework set on a regular basis however, from time to time, students may need to finish and turn in unfinished class tasks at home or catch up on work missed due to absence.

Classroom teachers:	Google Classroom Code
7ARTa - Ms Robles	c4om66d
7ARTI - Ms Robles	mrospmb
7ARTE - Miss Sutcliffe	djx53qz
7ARTx1 - Miss Sutcliffe	vo6qaa4
7ARTx2 - Ms Robles	dy2fsey
7ARTp - Miss Sutcliffe	zl3ul6z
7ARTr - Miss Sutcliffe	xk3ez3h
7ARTk - Miss Sutcliffe	yxsjeci

Head Teacher CAPA: Mr Miles

Email: toby.miles@det.nsw.edu.au

Music

Scope and Sequence – Topics	Timing
<p>The Concepts of Music</p> <p>This unit presents a broad overview of the Concepts of Music: Duration, Pitch, Dynamics, Tone Colour, Texture and Structure. Students will investigate the nature of music and the ways in which the concepts can be manipulated to create original compositions. The unit provides opportunities for students to develop their musical understandings and skills through integrated experiences in performing, composing, notating and listening.</p>	5 Weeks
<p>Music of Indigenous Australia</p> <p>This unit presents a broad overview of the music of Aboriginal and Torres Islander peoples. Students will investigate both traditional and contemporary music and songs. During this unit students will begin to develop guitar, keyboard and vocal skills. Students will continue to develop their musical understandings and skills through integrated experiences in performing, composing, notating and listening.</p>	10 Weeks
<p>Classic Hits</p> <p>This unit presents a broad overview of the instruments of the orchestra. Students will investigate the four families of instruments and also the role of the conductor. The unit also provides opportunities for students to explore some of classical music's "Classic Hits" including 'In the Hall of the Mountain King' and 'The Carnival of the Animals'. They will continue to develop their musical understandings and skills through integrated experiences in performing, composing, notating and listening.</p>	10 Weeks
<p>Twelve Bar Blues</p> <p>This unit presents a broad overview of the development of Jazz with a particular focus on the Twelve Bar Blues. Students will explore the structure of the Blues and develop their knowledge of music theory, in particular syncopation, chords, keys, transposition and the Blues scale. This topic will give students the opportunity to bring together all the knowledge and performance skills they have developed during the year to create and perform an original Twelve Bar Blues.</p>	10 Weeks
<p>Student Devised Project</p> <p>This final, short unit allows students to follow a particular area of interest that they have developed during the course this year. Students may develop instrumental skills, form a small band with their peers, write a song, research a topic of interest or explore music composition technology.</p>	5 Weeks

In Year 7 Music students will develop an understanding of the following concepts and skills:

Concepts of music

- Duration
- Pitch
- Dynamics and Expressive Techniques
- Tone Colour
- Texture
- Structure

Skills

- Performing-percussion, guitar/ukulele, keyboard and voice
- Composing-composition software and forms of notation
- Listening-identification of the concepts of music
- Musicology-research

	Topic Assessed	Type of Assessment Task	Week Due	Weighting
1	The Concepts of Music	Theory and Composition	9	10%
2	Music of Indigenous Australia	Performance	6	30%
3	Classic Hits	Aural	9	30%
4	Twelve Bar Blues	Composition/Performance	7	30%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class

Device/laptop

Basic stationery items

Students do not need a music exercise book (manuscript book)

Homework expectations

There is no music homework set on a regular basis however, from time to time, students may need to finish and turn in unfinished class tasks at home or catch up on work missed due to absence

Classroom teachers:	Google Classroom Code
7MUSx - Mrs Winifield	3sqvft
7MUSr - Mrs Winifield	qmtlgly
7MUSl - Mrs Winifield	vrgys5z
7MUSk - Mrs Winifield	tgtlwuw
7ARTa - Ms Robles	wxiz74d
7ARTe - Ms Robles	cz7utnj
7ARTp - Ms Robles	zzwrnnv

Teacher: Ms Winifield

Head Teacher CAPA: Mr Miles

Email: toby.miles@det.nsw.edu.au

Stage 4 Mandatory Technology

Technology Mandatory engages students in design and production activities as they develop solutions to identified needs and opportunities. Through the practical application of knowledge and understanding, they learn about Agriculture, Food Technologies, Digital Technologies, Engineered Systems and Material Technologies (including Timber and Textiles).

During Years 7 and 8, all students will participate in different learning specialisations over two years. Students will have 5 periods a fortnight for 10 weeks to complete the requirements each specialisations. At the end of every term, Mandatory Technology classes will swap specialisations and specialist teachers. Students will complete more than one term of a specialist subject across the stage, but the content of each term will be different.

Scope and Sequence – Mandatory Technology	Timing
<p><u>Agriculture</u></p> <p>Agriculture focuses on the investigation of managed environments, such as farms and plantations. Students learn about the processes of food and fibre production and investigate the innovative and sustainable supply of agriculturally produced raw materials.</p>	10 Weeks
<p><u>Engineering Systems</u></p> <p>The Engineered Systems context focuses on how force, motion and energy is utilised in systems, machines and structures. Students will be 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.</p>	10 Weeks
<p><u>Food Technologies</u></p> <p>Food technologies focuses on the use of resources produced and harvested to sustain human life. Students learn about the characteristics and properties of food. Students will be provided with opportunities to develop knowledge and understanding about food selection and preparation, food safety and how to make informed choices when experimenting with and preparing nutritious food.</p>	10 Weeks
<p><u>Digital Technologies</u></p> <p>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. Students have the opportunity to become innovative creators of digital technologies in addition to effective users of digital systems and critical consumers of the information they convey.</p>	10 Weeks
<p><u>Material Technologies - Timber and Textiles</u></p> <p>The Material Technologies context focuses on the application of specialist skills and techniques to a broad range of traditional, contemporary and advancing materials. Students develop knowledge and understanding of the characteristics and properties of a range of</p>	10 Weeks

materials through research, experimentation, practical investigation, and product development to satisfy identified needs and opportunities.	
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Assessment	Type of Assessment Task	Weighting
For each of the specialist subjects a separate assessment will occur during the course.	Practical + Folio	100%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class

Laptop, Pen, Pencil, Ruler and a Display Folder (Folio).

Homework expectations for all Year 7-8 students in Mandatory Technology:

All students will be given these types of tasks regularly to complete at home:

- Overnight homework to complete unfinished class work
- Revise and summarise class work regularly and especially before exams
- Complete assignment work listed on table above

Other relevant information:

- Students who do not complete tasks by the due date will be penalised. A 10% deduction of marks per day/s late.
- If a student is away, they are expected to catch up on work upon their return by asking a friend in class and their class teacher.
- Students must follow safety procedures in the Mani and specialised technology rooms when carrying out practical work.

Stage 5 Technologies

Students may choose Graphics, IST, Agriculture, Food Technology, or Timber technologies in Stage 5.

Teachers will change every term - students to view timetables to check.

Agriculture Technologies - Ms Ward and Ms Agathopoulos

Food Technologies - Ms Mishra

Textiles technologies - Ms Mishra

Digital Technologies - Mr Berscheid, Mr Alexopoulos and Mr Cosgrave

Materials technologies - Mr Alexopoulos

Engineered Systems - Ms Agathopoulos

Head Teacher: Ms Biddle

Email: kylie.biddle@det.nsw.edu.au