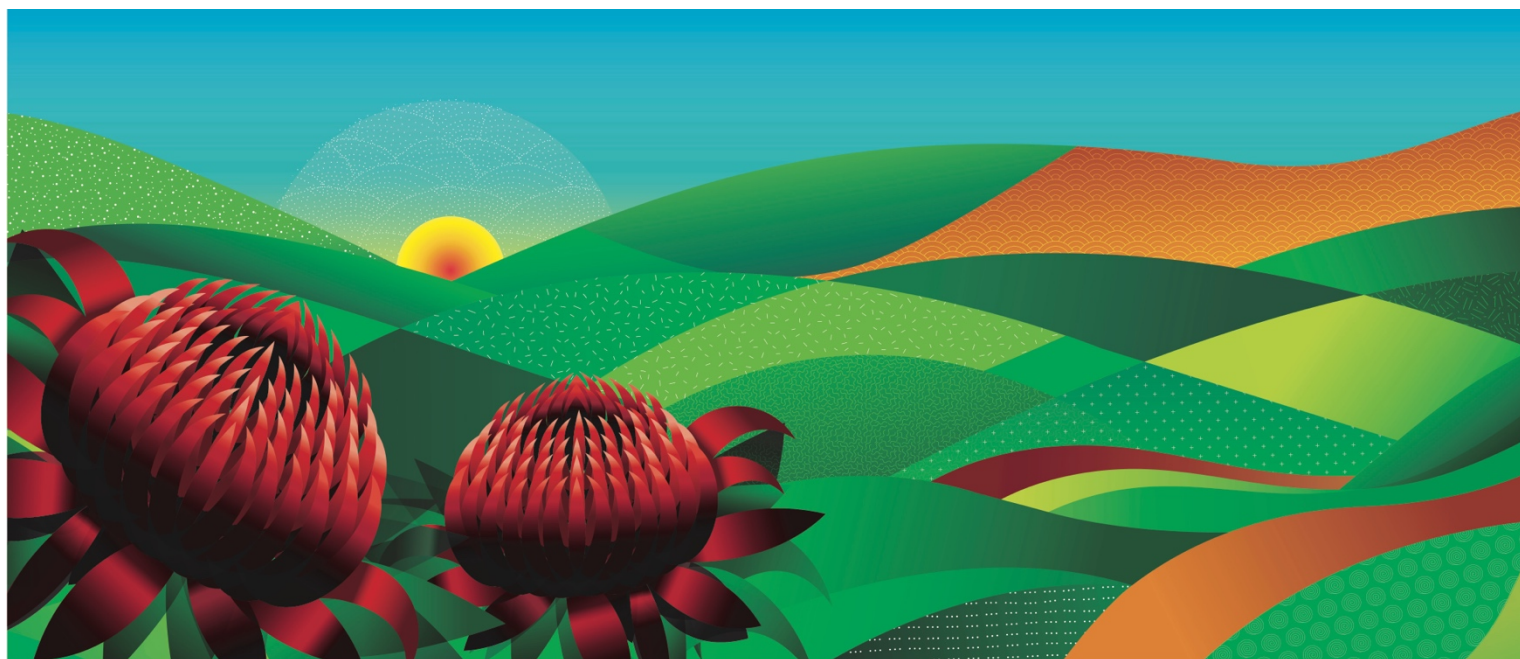


ALEXANDRIA PARK COMMUNITY SCHOOL

YEAR 7 CURRICULUM INFORMATION

& ASSESSMENT HANDBOOK

2020



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

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Year 7 Curriculum Structure

Course	Periods per cycle
English	7
Mathematics	6
Science	7
History and Geography	6

Course	Periods per cycle
PDHPE	3
Visual Arts	3
Technology	5
Music	5

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

Year 7 Best Start

Year 7 Best Start is a new online assessment for students that helps provide information for teachers on the literacy and numeracy skills of students at the beginning of Year 7. Students complete the Best Start assessment early in Term 1. The assessment covers key literacy and numeracy skills that are important to a student's success in all subjects in high school. Students come to high school with a range of experiences, skills and abilities in literacy and numeracy. It is important that teachers have current information about their students so that they can plan programs and lessons that best support the learning needs of every student. No preparation is needed for this assessment. Its purpose is to provide our teachers with additional information to best support the teaching of your child.

National Assessment Program (NAPLAN)

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.

Information regarding NAPLAN can be found at: <https://nap.edu.au/information/key-dates/naplan-test-timetable>

In 2020 students will be completing NAPLAN online <https://www.nap.edu.au/online-assessment/test-window>

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 1697
- In person – please report to the Administration Office

By email alexparkcs-c.school@det.nsw.edu.au please write the name of teacher in the subject box

Who to contact:

Position at APCS	Matters they deal with:
Classroom teacher	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 KLA (see table below)	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 Coordinator Rochelle Foley	If a parent feels that their child needs some support in the classroom due to diverse learning needs.
Year Adviser Daniel Waterworth	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 Mr Waterworth at Daniel.Waterworth@det.nsw.edu.au
Head Teacher Wellbeing Patricia Betar	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).
Deputy Principal Louise Hawkins	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.
Principal Diane Fetherston	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.

Head Teachers

Name	Faculty responsibilities	Email
Mr Muhammad Abdullah	Mathematics	MUHAMMAD.ABDULLAH@det.nsw.edu.au
Ms Patricia Betar	Student wellbeing	PATRICIA.BETAR@det.nsw.edu.au
Ms Sheree Bourke	Science & TAS	SHEREE.BOURKE@det.nsw.edu.au
Mr Alex Forbath	Administration, PDHPE	Alexander.Forbath@det.nsw.edu.au
Miss Jane Ryan	English, LOTE (Chinese), Music & Visual Arts	Jane.ryan@det.nsw.edu.au
Ms Thecla Siamas	HSIE – history, geography, commerce	THECLA.SIAMAS@det.nsw.edu.au

Some important dates

Year 7 Camp – Wednesday 26th February to Friday 28th February

Parent Teacher Afternoon – Tuesday 10th March

NAPLAN – May 12 – 22 (a school specific timetable will be issued to students Week 1 of Term 2)

NAIDOC Day – 3rd July

Positive Behaviour for Learning

The PBL (Positive Behaviour for Learning) framework is a whole school, K-12 initiative that aims at improving learning outcomes for all students. PBL encourages students to learn through the lessons and messages aligned to the school's core values of Learning, Respect and Safety. Our PBL values are communicated to all stakeholders with visual signage established in key locations, such as classrooms, the playground and canteen, which encourages and teaches students to participate in positive behaviour across a variety of learning environments.

The school's core values (Be a Learner, Be Respectful and Be Safe) are taught to the students via a variety of lessons outlined for each stage. School leaders including the school executive and the SRC communicate weekly messages through regular assemblies and year meetings. The students are encouraged to work towards the reward system of achieving positive comments and 'deadlies'. In the secondary school, students can earn a positive behaviour for learning award as well as canteen voucher during recognition assemblies. To further celebrate positive behaviour in the school, secondary students and staff hold a PBL carnival at the end of the year where students use Deadlies and positive comments

Homework ideas for parents

<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 	<p>Wide reading:</p> <ul style="list-style-type: none"> • Read both fiction and non-fiction sources covering the topics being studied in class • Use ‘Skwirk’ as an online resource to extend your knowledge on given topics. https://www.skwirk.com.au/students • 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 parents 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 which can also be found on the school's website.

1. Students will be given at least one week's 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.

English

In English classes assessment is outcomes based and involves students experiencing:

- Assessment for learning
- Assessment as learning
- Assessment of learning

These three types of assessment take place over the course of each term and are valued equally as evidence of a student's learning progress.

Content and text requirements for Stage 4

Over Stage 4, students **must** read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. These texts become **increasingly sophisticated** as students move from Stage 3 to Stage 4 and from Stage 4 to Stage 5.

Students will undertake the essential content and work towards course outcomes through close reading of, listening to or viewing the following:

Stage 4	
Fiction	at least two works
Poetry	a wide range of types of poems
Film	at least two works
Nonfiction	at least two works
Drama	at least two works

Although the content is essentially the same for all students the learning experiences are differentiated to meet the individual needs of students.

Further information can be found at

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10>

Term	Content focus	Task type	Assessment (formal)
1	Novel study – <i>Crow Country</i> – identity, race and culture	Portfolio of class written work from <i>Crow Country</i> and Shakespeare	Term 2 Week 4
2	Shaking up Shakespeare – getting to know the Bard and his cultural significance		
3	Film study – documentary – science and the environment	Analysis task	Term 3 Week 4

4	The storyteller and the story -	Multimodal task	Term 4 Week 3
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Mathematics

What will students learn about?

In Mathematics, students will focus on developing mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. Students will develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication, and reasoning.

Stage 4 (years 7 and 8) mathematics course content	
Computation with integers	Fractions, decimals and percentages
Financial mathematics	Ratios and rates
Algebraic techniques	Indices
Equations	Linear relationships

Within these strands they will cover a range of topic areas including: financial mathematics, algebraic techniques, equations, linear relationships, surface area and volume, properties of geometrical figures, data collection and representation, data analysis, and probability.

What will students learn to do?

Students learn to ask questions in relation to mathematical situations and their mathematical experiences, to develop, select and use a range of strategies, to explore and solve problems, to check solutions and give reasons to support their conclusions and to make connections between their existing knowledge and the understanding and use of mathematics in the real world.

Course requirements

Students are assessed on a regular basis by class tests, common examinations and set tasks.

Further information can be found at

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics>

Term	Content focus	Task type	Weight	Assessment (formal/summative)
1	Computation of Positive Integers Angle Relationship	Non Calculator topic test	20%	Week 7
2	Computation of Negative Integers Angle Relationships Fractions, Decimals, Percentages	Half Yearly exam with reference sheet	30%	Week 6
3	Time, Application of Fractions, Decimals and percentages	Project based presentation/report	20%	Week 4
4	Length and Area Statistics and Probability Introduction to Algebra and Equations	Yearly exam with reference sheet	30%	Week 5
Plus formative assessment such as bookwork, class tasks, experiments reference sheets and group work participation				

Other relevant Mathematics information:

Students should have a calculator, ruler, pencils, compass and exercise book.

A maths online account is also encouraged (this may be purchased at a cheaper rate through the school)

Science

Science is a mandatory course that is studied in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10. In Year 7 at APCS students participate in 7 periods of Science per timetable cycle.

What will students learn to do in Science?

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.

Course Content			
Term 1	Term 2	Term 3	Term 4
7. 1: Working Scientifically 7.2 2: Cells and systems	7.3: Classifying 7.4: Forces	MSC Project Based Learning 7.5:Hard Rock 7.6: Water	7.7: It’s elemental 7.8: Weird Science

Further information can be found at

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science>

Term	Content focus	Task type	Weight	Assessment (formal/summative)
1	Working scientifically and Cells and systems	Research project	20%	Term 1 Week 8
2	Classifying and Forces	Skills information processing	25%	Term 2 Week 8
3	MSC project based learning Hard rock Water	Skills – scientific method Depth study	25%	Term 3 Week 9
4	It’s elemental Weird science	Yearly exam	30%	Term 4 Week 6

However, the teaching and learning of Science in Selective Classes is different to the comprehensive classes, as it involves the following:

- Curriculum compacting
- Investigative Learning
- Additional NESAs Years 7-10 Science syllabus content
- Explorative, Enrichment and Extension Learning

Students can participate in a Science Competition. All students in 7X are expected to participate in this competition.

History

The aim of the History syllabus is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens

Content for stage 4 (years 7 and 8) history	
The ancient world	Depth study 1: investigating the ancient past
Depth study 2: the Mediterranean world	Depth study 3: the Asian world
The ancient to the modern world	Depth study 4: the Western and Islamic world
Depth study 5: the Asia-Pacific world	Depth study 6: expanding contacts

Further information can be found at

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10>

Scope and Sequence - The Ancient World	Timing
Investigating the Ancient Past	4 Weeks
The Mediterranean World - Ancient Rome	8 Weeks
The Asian World - Ancient China	8 Weeks

Term	Content focus	Task type	Weight	Assessment (formal/summative)
1	Investigating the Ancient Past The Mediterranean World - Ancient Rome	Assessment Task 1 - ALARM: Source Analysis A day in the life of a Roman	50%	Term 1 Week 8
2	The Asian World - Ancient China	Assessment Task 2 - Museum Piece: How has Ancient China changed the world? (50%)	50%	Term 2 Week 8

Geography

Students examine where people live and the features of places. They explore factors influencing people's decisions about where to live. Students investigate ways in which people contribute to their community and the ways people care for their local environment.

Students focus on the connections people have to places. They examine what shapes people's perceptions of places and how this influences their connections to places. Students explore how transport, information and communication technologies and trade link people to many places. They investigate the effect of human activities, such as production and tourism, on places and environments and how this affects the future of these places.

Content for stage 4 (years 7 and 8) geography	
Landscape and forms	Place and liveability
Water in the world	interconnections

Further information can be found at

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10>

Scope and Sequence	Timing
Land and Landforms and Water in the World	20 Weeks

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 and 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?

Term	Content focus	Task type	Weight	Assessment (formal/summative)
3	<i>Place and Liveability</i>	Site Investigation on APCS Complete activities in scaffolded booklet	50%	Term 3 Week 8
4	<i>Interconnections - Trade</i>	<i>Interconnections - Trade</i> Short answer, stimulus and skills class exam	50%	Term 4 Week 4

Personal Development, Health and Physical Education

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

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

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

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

- Self-management skills
- Interpersonal skills
- Movement skills

Further information can be found at

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018>

Term	Content focus	Task type	Assessment
1	Transition and Change	PowerPoint presentation	Term 1 Week 7
2	Healthy Habits	Project based learning task	Term 2 Week 7
3	Let’s Get Fit	Components of fitness exam	Term 3 Week 7
4	Lean on Me	Individual goal setting portfolio	Term 4 Week 7

Music

What will students learn about?

- Students will develop knowledge, understanding and skills in the musical concepts through performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques.
- Students will develop knowledge, understanding and skills in the musical concepts through composing as a means of self-expression, musical creation and problem-solving.
- Students will develop knowledge, understanding and skills in the musical concepts through listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

Course Content			
Term 1	Term 2	Term 3	Term 4
The Concepts of Music <ul style="list-style-type: none"> • Duration • Pitch • Dynamics • Tone Colour • Texture • Structure • Theory/aural • Listening skills • Tuned percussion 	Aboriginal Music <ul style="list-style-type: none"> • Aboriginal traditional music • Aboriginal contemporary music • Theory/aural • Listening skills • Song studies • Introduction to guitar & keyboard 	Classic Hits <ul style="list-style-type: none"> • Score reading & theory/aural • Research • Instruments of the Orchestra • Instruments of the orchestra • Keyboard • Listening maps 	Twelve Bar Blues <ul style="list-style-type: none"> • History of the Blues • Chords • Keyboard • Guitar • Listening tasks • Performance • Composition

Further information can be found at

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10>

Term	Content focus	Task type	Assessment (formal/summative)
1	The Concepts of Music	Composition Listening/Aural	Term 1 Week 8
2	Aboriginal Music	Performance	Term 2 Week 8
3	Classic Hits	Aural/Written task	Term 3 Week 7
4	Performance Skills	Composition/Performance	Term 4 Week 6

Mandatory Technology

Technology Mandatory provides the opportunity for students to learn about a variety of technologies

What will students learn about?

Agriculture

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.

Engineering Systems

The Engineered Systems context focuses on how force, motion and energy can be used in systems, machines and structures. Students are provided with opportunities to experiment and develop prototypes to test their solutions. They understand how forces and the properties of materials affect the behaviour and performance of engineered systems, machines and structures.

Food Technologies

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 are 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.

Digital 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. 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.

Material Technologies - Timber and Textiles

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 materials through research, experimentation and practical investigation, and when they make products to satisfy identified needs and opportunities.

During Years 7 and 8, all students will participate in six learning specialisations over two years. Students will have 5 periods a fortnight for 13 weeks to complete the requirements of each specialisation. At the end of 13 weeks, mandatory technology classes will swap specialisations and teachers. The technology areas are:

Design and Production
Agriculture Technologies

Food Technologies
Digital Technologies

Material Technologies
Technology and Society

Further information can be found at

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/technology-mandatory-7-8-new-syllabus>

Term	Content focus	Task type	Assessment (formal)
1/2	Digital technologies or material or engineering systems or food and agriculture	Practical and folio	Term 1, Week 10
2/3	Digital technologies or material or engineering systems or food and agriculture	Practical and folio	Term 3, Week 3
3/4	Digital technologies or material or engineering systems or food and agriculture	Practical and folio	Term 4, Week 4

Visual Arts

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

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

In visual arts assessment is outcomes based and involves students experiencing:

- Assessment for learning
- Assessment as learning
- Assessment of learning

These three types of assessment take place over the course of each term and are valued equally as evidence of a student’s learning progress.

Formative assessment will include one task each term and over the course of the year cover:

Critical and historical studies written tasks – 30% weighting • Art making tasks – 70% weighting

Further information can be found at

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10>

Term	Content focus	Artmaking Tasks	Art Criticism and Art History Tasks
1/2	<i>Learning to See</i> : Observational Still Life Drawing	<ul style="list-style-type: none"> • Still Life drawing – due term 2 week 5 • Ongoing artmaking tasks in Visual Art Process Diary 	Test – term 2 week 5
3/4	<i>My Place</i> : Landscape Painting	<ul style="list-style-type: none"> • Landscape painting – due term 4 week 5 • Ongoing artmaking tasks in Visual Art Process Diary 	Test – term 4 week 5