

Prairiewood High School



Year 7

Curriculum and Assessment Booklet 2011

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SCHOOL ASSESSMENT PROCEDURES

1. The Purpose of Assessment

- Assessment procedures provide an indication of a student's attainment over a wide range of syllabus outcomes.
- Assessment covers the whole course in each subject, including knowledge, understanding, skills and processes and takes place at key points in the learning cycle.
- Students will receive feedback after having completed the assessment activities, which will be used for the next phase of learning.
- Assessment activities may be formal (eg. semester examinations, common year task, assignment/research tasks) or informal (eg. class test, topic test, in class task).

2. The Assessment Schedule Booklet and Time Frame

- This assessment booklet provides you with the type of task, anticipated areas of learning to be assessed and weightings.
- Use your diary to record assessment tasks to assist you in managing and completing these tasks.
- If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

3. Attendance

- Attendance at all timetabled classes is compulsory, especially on the day an assessment task is to be submitted or completed.
- Students must have an authorised reason to be absent from school, and a written note must be supplied by the parent/carer to explain any absence. This must be shown to their teacher before submitting the note to their roll call teacher.
- Whenever students are absent from school, it is **their responsibility** to ensure that they know what work / assessment notification has been missed and to catch up with that work.

4. Submission of Tasks

- For assessment tasks which are completed outside the classroom, all tasks are to be submitted by the designated day and time (as per teacher notification).
- Tasks submitted after the designated time are **late** unless there are exceptional circumstances. Failure to submit a task by the designated time will result in:
 - ❖ A mark deduction of 10% of the maximum mark per day for 4 days (ie. a maximum penalty of 40%)
 - ❖ This penalty will be followed by a formal Stage 4 'warning' letter issued with improvement plan.

5. Extensions to Due Dates or Special Consideration

- An extension of time for completion of tasks may only be granted by the appropriate Head Teacher.
- Students must apply well before the due date of the task. If your extension is not granted, you must submit the task by the due date.

6. Prior Knowledge of Absence

- Where a student has a clash between an assessment task and another school activity, the student **must** notify the relevant Head Teacher and submit the work before the due date.

7. Absence due to Illness / Misadventure

- Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after consultation with the appropriate Head Teacher).
- Students are advised to complete all tasks to the best of their ability if it is at all possible and to advise the school **immediately** if circumstances will prevent them from doing so.

8. Technology and Assessment Tasks

- Technology failure is **not**, in itself, a valid reason for failure to submit an assessment task. It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date.
- To minimise problems in relation to technology, students should adhere to the following protocols:
 - ❖ When working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (eg. USB drive)
 - ❖ When working at school, save the latest version of your work to your personal files on the school server.
 - ❖ Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school:
 - Check the compatibility of your home software with the school's technology
 - Save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on an external portable storage media.

9. Oral tasks

- Students must be ready to present Oral Assessment Tasks on the **specified due date**.
- Students must show their teacher **concrete evidence** that the task has been completed on time.

10. Zero Marks

- A zero mark will be awarded when a student:
 - ❖ Does not attempt a task (non-attempt)
 - ❖ Does not make a serious attempt at the task (non-serious attempt)
 - ❖ Is found to be involved in malpractice (see Section 11 below). In such cases the parent/carer will be notified in writing by an official warning letter, which will also be placed in the school records.

11. Malpractice in Assessment Tasks

- Any student found involved in malpractice in completing an assessment task will be awarded a mark of **zero** for that task. Malpractice includes, but is not limited to:
 - ❖ Cheating OR Attempting to cheat OR Assisting others to cheat
 - ❖ Copying someone else's work in part or in whole, and presenting it as their own
 - ❖ Using material directly from books, journals, CDs or the internet without reference to the source
 - ❖ Submitting work to which another person (eg. parent, subject expert) has contributed substantially
 - ❖ Paying someone to write or prepare material
 - ❖ Distracting other students from their work during an assessment task
 - ❖ Disrupting the assessment task in any way
 - ❖ Breaching school examination rules
 - ❖ Using non-approved aides during an assessment task
 - ❖ Contriving false explanations to explain work not submitted by the due date.
 - ❖ The decision with regard to malpractice having occurred will be taken by the class teacher in consultation with the appropriate Head Teacher.

NATIONAL ASSESSMENT PROGRAM

- Year 7 students will sit for **four** external assessment tests as part of NAPLAN (National Assessment Program for Literacy and Numeracy).
- 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.

Test	Type of Task	Test Time
Tuesday, 12 May		
Language Conventions <ul style="list-style-type: none"> • 50% spelling • 35% grammar • 15% punctuation 	<ul style="list-style-type: none"> • Multiple choice (spelling, grammar and punctuation) and • Constructed response (spelling) 	45 mins
Tuesday, 12 May		
Writing	Narrative	40 mins, including: <ul style="list-style-type: none"> • 5 mins planning time • 30 mins writing time • 5 mins editing time
Wednesday, 13 May		
Reading <ul style="list-style-type: none"> • 7 – 8 stimulus texts 	<ul style="list-style-type: none"> • 90 – 100% multiple choice • 0 – 10% constructed response 	65 mins
Thursday, 14 May		
Numeracy <ul style="list-style-type: none"> • 20 – 30% number • 20 – 30% measurement, chance and data • 20 – 30% space & geometry • 20 – 30% patterns & algebra 	<ul style="list-style-type: none"> • 75% of the items will be multiple choice with the remainder constructed or free response 	<ul style="list-style-type: none"> • 40 mins non-calculator • 40 mins calculator

- There will be a 'make up' day on Friday 15 May for any student who was unable to do their tests on the nominated day.

COMPUTING STUDIES

Periods per cycle: 2

Subject Description:

This course will develop a variety of computing skills that can be used throughout the students' school career in all subject areas and beyond.

What equipment do students need?

Students will need an A4 display folder with 20 pieces of plain paper and 20 pieces of lined paper in the back. The folder is to have a label clearly stating the students name, class and subject. A USB drive is highly recommended so students can back up their work.

Program

	Topic Name	Duration (weeks)	Content summary
Topic 1	Word-Processing	12 weeks	Students will be shown how to professionally layout documents to the school and industry standards
Topic 2	Internet	8 weeks	Students will be introduced to basic networking, researching on the internet, plagiarism, cyber safety and email
Topic 3	PowerPoint	10 weeks	Students will create individual slideshows as both mini web pages and basic movies. Students will incorporate concepts such as storyboards, consistent layout, internal and external hyperlinks and animation
Topic 4	Spreadsheets	6 weeks	Students will create a variety of spreadsheets as they develop the basic skills including formulas, functions, formatting, charts and graphs
Topic 5	Databases	4 weeks	Students will create a simple database as they learn about fields, records, tables, forms, queries and reports

Assessment

Student assessment is competency based, they are given the opportunity to develop skills over time and then they demonstrate these skills to the teacher through a variety of different tasks.

Task Name	Description	Date	Preparation tips (e.g. What to study. How long before to start
The Perfect Document	Students will have to create the "Perfect Document" using the skills learnt in work processing	Term 1 Weeks 5-6	As all tasks will be completed in class time students should practise the appropriate computing skills either in the school library or on their home computer before commencement of the relevant activity
Word-processing Exam	Students will sit a practical work processing exam	Term 2 Weeks 2-3	
Internet Assignment	Students will complete a research assignment based on a famous person of their choice	Term 2 Weeks 9-10	
PowerPoint Presentation	Students will create a slideshow based on an assigned topic	Term 3 Weeks 9-10	
Spreadsheet Activities	Students will create a variety of spreadsheets meeting different needs	Term 4 Weeks 3- 4	
Yearly exam	Student will sit a multiple choice exam covering all areas of study	Term 4 Week 6-7	
Database Task	Students will create a database for their personal contacts	Term 4 Weeks 9-10	

Homework and Study

There will be a small number of homework items for Computing Studies however the majority of work must be completed at school so that all students have access to the same level of resources and equipment.

Extension

Students are encouraged to use their computer skills for assignments and projects in all subject areas. As they do these tasks they should experiment with the different software applications and their uses.

ENGLISH

Periods per cycle: 8

Subject Description:

You will read and view a variety of texts and complete a range of activities on these texts. You will further develop skills in writing in a variety of text types.

What equipment do students need?

A class workbook of about 168 pages, writing equipment and an A4 folder to display assignment work.

Program

	Topic Name	Duration (weeks)	Content summary
Unit 1	Novel	5-6 weeks	You will study a novel and complete questions and activities based on story, character, and themes and writing style.
Unit 2	Poetry	5-6 weeks	You will read and study a range of poems. You will learn how to identify poetic features, as well as write poetry of your own.
Unit 3	Film Study	5-6 weeks	You will learn how to 'read' a film by looking at aspects such as story, camera angles, lighting, costuming and use of colour.
Unit 4	Radio	5-6 weeks	This is a media study which aims to make you more aware of the purpose and style of radio. You will learn about how it aims to reach its audience.
Unit 5	Drama	5-6 weeks	You may read one or more plays and will learn about how drama is similar and different to other texts. You will also learn about features of drama as well as study character and themes.
Unit 6	Theme-Anti Bullying	5-6 weeks	This is a unit aimed at making you aware of the different types of bullying that can happen. By completing a variety of reading and writing activities you will learn how to deal with issues related to bullying.

Assessment

This will be based on class tasks as well as across the form tasks.

Task Name	Description	Weight	Date	Preparation tips <i>(e.g. What to study. How long before to start</i>
Writing Task (Across the form task)	This task will require you to write in a specific type of text. It will be completed in class under test conditions	10%	Term 1	Your teacher will advise you on how to prepare. You need to practice writing in different text types and you may like to have several creative ideas prepared.
Reading Task (Class Task)	This task will be based on the unit of work you are doing at the time. You will be tested on how well you can read and understand a text. Your teacher will tell you how this task will be organised.	10%	Term 1	You will need to revise the texts you are reading in class at this time. Skills used when analysing texts should be revised.
Writing Task (Class Task)	This task will require you to write in a specific type of text. It will be based on the unit of work you are doing in class at the time. You will be given time to prepare and draft your work and hand in a final edited copy to your teacher.	10%	Term 2	You need to make sure you follow the instructions of the task, use your time wisely in class. It is important that you edit your work and do not leave it until the last minute to complete.

Reading Task (Across the form task)	You will read a text that you have not seen before and complete a variety of multiple choice and short answer questions. This task will be completed in class under test conditions.	10%	Term 2	One of the best ways to improve your reading skills is to read widely. You need to revise skills in how to analyse texts.
Viewing/ Representing (Class Task)	This will be based on the unit of work you are doing in class. You will be expected to re-present the ideas from one text into another form.	10%	Term 2	Your teacher will give you the specific instructions for this task. Use your class time wisely, ask relevant questions, plan and edit your work.
Listening Task (Class Task)	You will listen to a text you have not heard before and be asked to answer a variety of questions about it.	10%	Term 3	You will hear the text more than once. Make notes as you hear the text and pay attention to how much each question is worth.
Reading Task (Class Task)	This task will be based on the unit of work you are doing at the time. You will be tested on how well you can read and understand a text. Your teacher will tell you how this task will be organised.	10%	Term 3	You will need to revise the texts you are reading in class at this time. You also need to revise skills in how to analyse texts.
Speaking Task (Across the form task)	You will be asked to prepare and present a speech before your class. You will be marked on how well you speak as well as how you organise and develop your ideas.	10%	Term 3	You will be given two weeks to prepare this task. It is important that you plan, prepare and practice your speech. Never read out something from a book or the internet. Write your own points and research information to prove them.
Viewing/ Representing (Class Task)	This will be based on the unit of work you are doing in class. You will be expected to re-present the ideas from one text into another form.	10%	Early Term 4	Your teacher will give you the specific instructions for this task. Use your class time wisely, ask relevant questions, plan and edit your work.
Writing Task (Across the form task)	This task that will require you to write in a specific type of text. It will be completed in class under test conditions.	10%	Early Term 4	Your teacher will advise you on how to prepare. Look back at the across the form task you did in term 1 and work on what you need to improve. As previously advised you need to practice writing in different types of text and you may like to have several creative ideas prepared.

Homework and Study

This will be set by each teacher. You need to pay attention to the feedback given to you by your teacher about how to improve your skills. You also need to read widely so that you become familiar with a variety of texts.

Extension

If a keen student wanted to get ahead in this subject you need to read widely, do not limit yourself to reading novels only from the same genre. Experiment with different types of writing.

Additional Information

If students miss lessons for any reasons it is their responsibility to catch up on the work.

Year 7 Assessment Schedule

Terms 1 & 2

	Task 1	Task 2	Task 3	Task 4
Unit One				
Across Form Task	Term 1 Writing 15% (Across Form Task)			
Unit Two		Term 1 Writing 10% (Class Task)		
Unit Three			Term 2 Reading 10% (Class Task)	
Across Form Task				Term 2 Writing 15% (Across Form Task)

Terms 3 & 4

	Task 6	Task 7	Task 8	Task 9
Unit Four	Term 3 Listening 10% (Class Task)			
Unit Five		Term 3 Reading 10% (Class Task)		
Across Form Task			Term 3 Speaking 15% (Across Form Task)	
Unit six				
Across Form Task				Term 4 Reading 15% (Across Form Task)

Year 7 English Selective Program

The two Year 7 Selective classes will be following the same program as the other Year 7 classes however, they will be using different texts and resources. This will provide the students with the opportunity to engage with more challenging material.

Across Year 7 students will be studying a range of texts including novels, short stories, films, poetry, drama and media texts.

Assessment

The assessment schedule for the two classes will include common tasks that the other Year 7 classes complete, plus extension tasks specifically created for the Selective students.

Parents will be given two reports in Year 7 which includes a comment about the students progress in class and a mark tallied from the tasks completed.

The following page outlines the assessment schedule for the two Year 7 Selective classes.

Year 7 Selective Assessment Schedule 2010

	Task 1	Task 2	Task 3	Task 4	Task 5
Unit One					
Unit Two		Term 1 Writing 5% (Class Task)			
Across Form Task	Term 1 Writing 15% (Across Form Task)		Term 2 Selective writing task 10%		
Unit Three				Term 2 Reading 5% (Class Task)	
Across Form Task					Term 2 Writing 15% (Across Form Task)

Terms 3 & 4

	Task 6	Task 7	Task 8	Task 9	Task 10
Unit Four	Term 3 Listening 5% (Class Task)				
Unit Five		Term 3 Reading 5% (Class Task)	Term 3 Selective Reading task 10%		
Across Form Task				Term 3 Speaking 15% (Across Form Task)	
Unit Six					
Across Form Task					Term 4 Reading 15% (Across Form Task)

- For terms 1 & 2 the mark out of 50 will be doubled for the Half Yearly Reports. For the Yearly Reports the 10 tasks will be added together for the mark out of 100.
- **Class Tasks** are determined by each teacher.

HISTORY

Periods per cycle: 3.

Some classes will have 3 periods every two weeks other classes will have four. The following year the periods will be reversed.

Subject Description:

You will be investigating the nature of History and the methods used by historians to investigate the past. You will develop an understanding of the use of both *primary and secondary sources*. You will gain an understanding of the importance of historical and heritage issues. As well you will have the opportunity to develop your research skills using a variety of evidence from videos, the internet, artefacts and from written accounts.

What equipment do students need?

A class workbook of about 128 pages, writing equipment. Pens – blue or black, scissors, and eraser, ruler and colouring pencils.

Our Journey this year through History

Topic Name	Weeks	Content summary
Term 1 • What is History?	10	You will begin with a study of what do you think is History. We will look at your own History. You will discover how historians find out information about the past.
Term 2 • Investigating History • Ancient Societies and Civilisations-Egypt	10	In this term you will find out about what conservation is and why is it important to us. You will be working on a common assignment and developing your research skills. In this term we begin to look at an ancient society and investigate its people and customs.
Term 3 • Ancient Societies and Civilisations-continuation of Egypt and another ancient civilisation	10	You will be looking at another ancient society this term, investigating this society's government and beliefs.
Term 4 • Ancient Societies and Civilisations-such as Rome, Greece or Japan	10	By now you would have looked at least two ancient societies and have developed your research skills in this subject. Apart from this you will be developing your literacy and numeracy skills.

Assessment in History

Task Name	Description	Weight	Date given
FIRST SEMESTER MARKS			
• Common Task – What is History?	• Written Task	20%	Term2 Week 4
• Civilisation and personality task	• ICT – Assignment	30%	Term 2 Week 2
• Course work	• Class activities	50%	Terms 1-2
SECOND SEMESTER MARKS			
• Evidence in History	• Sound based task	20%	Term 3
• Course work	• Class activities	30%	Term 4
• Test	• Test on class work	30%	Term 4
• Research Task	• Civilisations task	20%	Term 4

Homework and Study

- Students will be expected to complete work not finished in class and any work missed by their absences.
- Common tasks will be set each term for students to complete. Students will be given written notification of the task in advance and information on the due date of each task.
- It is important for all students to keep their workbooks up to date and tidy. This will make study and revision time easier for students.

Revision and Study

- Students will be required to revise their work for class tests and any common tests.
- It is important for all students to keep their workbooks up to date and tidy. This will make study and revision time easier for students.

Extension Work

- Students will be challenged in the class to extend their skills and their own knowledge of this subject area, by investigating Historical sites via the internet at home and at school or by their own research.
- Students will also be engaging in "moodle" computer activities in the computer class, which will encourage their interest, skills and knowledge in this subject as well as a love of History.

STAGE 4 HISTORY (MANDATORY) ~ SELECTIVE PROGRAM

Periods per cycle: 3

Subject Description

You will be investigating the nature of History and the methods used by historians to investigate the past. You will develop an understanding of the use of both *primary and secondary sources*. You will gain an understanding of the importance of historical and heritage issues. As well you will have the opportunity to develop your research skills using a variety of evidence from videos, the internet, artefacts and from written accounts.

What equipment do students need?

A class workbook of about 128 pages, writing equipment. Pens – blue or black, scissors, eraser, ruler, colouring pencils and a USB.

	Topic Name	Duration	Content summary
Term 1	What is History?	10	Our course begins with a study of what is History. We will look at our own History and discover how historians find out information about the past.
Term 2	Investigating History.	10	In this term we will find out about what conservation is and why is it important to us. Students will investigate an ancient civilisation and develop their research skills. In this section we begin to investigate ancient peoples and their customs.
	Ancient Societies and Civilisations- Egypt		
Term 3	Ancient Societies and Civilisations- continuation of Egypt and another ancient civilisation	10	We will be looking at another ancient society this term. Our course investigates this society's government and beliefs as well as the people and customs in this time.
Term 4	Ancient Societies and Civilisations- such as Rome, Greece, or Japan	10	By now we would have looked at least two ancient societies and have developed student research skills in this subject. Apart from this you will be developing your literacy and numeracy skills.

Assessment in History

Task Name	Description	Weight	Date	Preparation Tips
<i>Eg What to study. How long before to start</i>				
Semester One				
ICT task-	Personality study through the study of a period in time.	30%	Term 2 Week 2	Chose someone in which you have an interest. Try to select someone famous.
Written task	Heritage	20%	Term 2 Week 4	Communication skills and your ability to argue your views will be important for this task. Think about this in terms of the macro and micro world.
Course work	Class work	50%	Terms 1-2	Keep up to date and complete all homework.
Semester Two				
Evidence in History	Source-based task	20%	Term 3 Week 4	Use the source information in your answer. Quote the sources in your answer.
Course Work	Class work	30%	Term 3-4	Keep up to date and complete all homework.
Test	Test on class work	30%	Term 3 Week 10	Revise class work. Make summary notes.
Research Task	Civilisation Task – negotiated learning task	20%	Term 3 Week 8	Select an area of study early in your preparation time. Do not leave work until the last minute.

Homework and Study

- Students will be given homework on a regular basis. It is important that this work be completed.
- Any work unfinished in class should be completed at home.
- If you are absent, it is the student's responsibility to complete the work. Please see your teacher if needed.
- Please keep your books up to date and revision will be easier.

Extension

- If you have an interest in any topic area studied in class you have the ability to research this topic yourself using the internet or our school library.
- The teachers are also available to discuss extension interest areas with you.

Additional Information

- An interim report (Term 1) will be sent home advising of the progress of each child in this subject.
- Parents will be contacted if we have a concern about a child's progress.

Languages

Subject Name: French
Periods per cycle: 6

Subject Description:

Languages is about studying other cultures and how to communicate in another language. You will learn how to communicate on a range of topics using basic expressions and structures. In Language you will develop a better understanding of how English works through comparison.

What equipment do students need?

The equipment for Year 7 is in the book pack sold by the school. This includes a book for language and another for culture. You will also need all your own writing equipment, ruler, glue, highlighter, etc...

Program

In Year 7 you will study a minimum of 5 units of work.

	Topic Name	Duration (weeks)	Content summary
Unit 1	Speak to the world	Term 1	You will look at the multicultural nature of Australia and the impact of different cultures and languages.
Unit 2	Culture	Ongoing-One period per cycle	You will learn about the geography of France, its famous people and its culture – history, food, landmarks and symbols.
Unit 3	Personal World – Introductions	8-10 weeks	You will learn how to introduce yourself and give personal facts about yourself in French. These include your name, age, birthday, address and how you feel.
Unit 4	Personal World – Family & Pets	8-10 weeks	You will learn how to describe your family, create your own family tree and give information about pets or animals in general.
Unit 5	School – Subjects & Equipment	8-10 weeks	You will learn about the French school system. You will learn to describe in French your own subjects, equipment you use, a typical school day, as well as give opinions.

Assessment

- You will be given 2 formal reports in Year 7.
- For the half yearly report you will be given an assessment mark based on all class work, book work, topic tests and assignments.
- For the yearly report you will be given an examination mark based on a formal written and culture test, as well as a class assessment mark based on work completed in the second half of the year.
- Formal assessment tasks will be given some class time for completion.

Task Name	Description	Weight	Date	Preparation tips <i>(e.g. What to study. How long before to start</i>
Speak to the World	Research task (culture)	40%	Term 1	Read the instructions and guidelines carefully to ensure all aspects completed.
'moi'	A processing task about yourself in French	10%	Term 2	You need to carefully script your work to ensure all facts covered and the French is correct.
A famous French person	A power point presentation in English	20%	Term 3	Read the instructions and guidelines carefully to ensure all aspects completed.
Yearly written exam	A general exam on all the work covered during the year	100%	Term 4	This is an unseen task. You will need to revise all your work, as the exam will require you to read and show that you understand the texts as well as write in French.
Class / topic tests	A specific topic	50%	Ongoing	These are unseen tasks. You must revise the work specific to the topic you have been studying and know it well.

Homework and Study

You are expected to complete all class work and maintain neat up to date exercise books. It is your responsibility when you have been away to catch up on any work you have missed. In language study it is important to regularly revise your work as each new topic builds on the last one.

Extension

If you want to practise and further develop your new skills there are books available in the library, which will help you learn new words or learn about France in general. There are also some interactive websites you can go to for some fun language games:

- www.education.vic.gov.au/languagesonline/
- www.french-linguistics.co.uk/dictionary/
- http://en.wikipedia.org/wiki/French_language
- www.wordreference.com.au
- www.quizlet.com
- www.quia.com

Year 7 Languages Selective Program

Subject Name: French **Selective**

Periods per cycle: 6

Subject Description:

Languages is about studying other cultures and how to communicate in another language. You will learn how to communicate on a range of topics about your personal world. In Languages you will develop a better understanding of how English works through comparison.

What equipment do students need?

The equipment for Year 7 is in the book pack sold by the school. This includes a book for language and another for culture. You will also need all your own writing equipment, ruler, glue, highlighter, etc...

Program

In Year 7 you will study a minimum of 5 units of work.

	Topic Name	Duration (weeks)	Content summary
Unit 1	Speak to the world	Term 1	You will look at the multicultural nature of Australia and professions / jobs which are benefited by the knowledge of a second language.
Unit 2	Culture	Ongoing - One period per cycle	You will learn about France, its people and culture as well as French speaking colonies found around the world.
Unit 3	Personal World – Introductions	8-10 weeks	You will learn to introduce and give personal facts about yourself, create & present mini plays based on the language you have learnt.
Unit 4	Personal World – Family & Pets	8-10 weeks	You will learn to describe your family, pets and animals in general. An individual research as a member Greenpeace looking at one endangered species.
Unit 5	School – Subjects & Equipment	8-10 weeks	You will learn about the French school system, how to describe in French your typical school day, as well as give opinions. Present a mini lesson in French using French commands and designing activities for a particular topic.

Assessment

- You will be given 2 formal reports in Year 7.
- For the half yearly report you will be given an assessment mark based on all class work, bookwork, topic tests and assignments.
- For the yearly report you will be given an examination mark based on a formal written and culture test, as well as a class assessment mark based on work completed in the second half of the year.
- Formal assessment tasks will be given some class time for completion.

Task Name	Description	Weight	Date	Preparation tips <i>(e.g. What to study. How long before to start)</i>
Speak to the World	Research task (culture)	40%	Term 1	Read the instructions and guidelines carefully to ensure all aspects completed.
'moi'	A word processing task about yourself in French	10% (each)	Term 2 & 4	You need to carefully script your work to ensure all facts covered and the French is correct.
A famous French person	A power point presentation in English	20%	Term 3	Read the instructions and guidelines carefully to ensure all aspects completed.
Yearly written exam	A general exam on all the work covered during the year	100%	Term 4	This is an unseen task. You will need to revise all your work, as the exam will require you to read and show that you understand the texts as well as write in French.
Class / topic tests, mini presentations	A specific topic	60%	Ongoing	These are unseen tasks. You must revise the work specific to the topic you have been studying and know it well.

Homework and Study

You are expected to complete all class work and maintain neat up to date exercise books. It is your responsibility when you have been away to catch up on any work you have missed. In language study it is important to regularly revise your work as each new topic builds on the last one.

Extension

If you want to practise and further develop your new skills there are books available in the library, which will help you learn new words or learn about France in general. There are also some interactive websites you can go to for some fun language games:

- www.education.vic.gov.au/languagesonline/
- www.french-linguistics.co.uk/dictionary/
- http://en.wikipedia.org/wiki/French_language
- www.wordreference.com.au
- www.quizlet.com
- www.quia.com

Mathematics

Subject Name: Mathematics
Periods per cycle: 8

Subject Description

Mathematics is about studying numbers and learning how important numbers are in our everyday life. Mathematics will teach you to think, question and learn how to solve problems. Every subject you study will involve using numbers in some way.

What equipment do students need?

Year 7 students will need:

- 240 page grid book
- Scientific calculator
- Geometry set
- blue or black pen
- red pen
- ruler

Program

In Year 7 Mathematics you will study content from the following areas:

- Number
- Patterns and Algebra
- Data
- Measurement
- Space and Geometry
- Working mathematically

Term 1 Beginnings in Number Decimals Fractions Percentages	Term 3 Angles Number and its Structure Patterns and Algebra
Term 2 Probability Shapes Directed Number and Number Plane Measurement : Length and Time	Term 4 Further Algebra Area and Volume Using Geometric Instruments

The use of calculators in Year 7 is compulsory. You will be taught how to use them in each topic as it is needed. Non calculator assessments will be done throughout the year in preparation for NAPLAN and School Certificate.

Assessment

- Your assessment in mathematics is made up of common tests, formal examinations, homework and book marks. Assignments and projects are set by individual teachers depending on the topics being studied.
- Your report mark each semester is made up of:
 - 2 Common tests 45%
 - Half yearly / Yearly exam 50%
 - Homework / Book mark 5%

Semester 1

Task Name	Weight	Date
Common Test 1	20%	Term 1 Week 6
Common Test 2	25%	Term 2 Week 2
Half Yearly Exam	50%	Term 2
Homework / Bookmark	5%	

Semester 2

Task Name	Weight	Date
Common Test 4	20%	Term 3 Week 2
Common Test 5	25%	Term 3 Week 9
Yearly Exam	50%	Term 4
Homework / Bookmark	5%	

Every student will have a notification sheet informing them when these tests will occur. Parents are asked to sign these and encourage their child to prepare in advance for these tasks.

Homework and study

Homework will be set every night for Year 7 students. The amount of homework given will depend on the work covered each day in class. Students are expected to regularly revise work taught in class and practise questions in preparation for their assessment tasks.

Extension

The Signpost Textbook has graded questions in each exercise. Students can extend their knowledge by challenging themselves to attempt these more difficult questions to improve the way they think and attack problems.

Additional information

The Year 7 textbook has a CD with it which provides extra exercises which reinforce what is taught in class. This CD can be borrowed from the library and used on home computers. Students are encouraged to borrow these and use them to reinforce what is taught in class and to help with areas that the student may find difficulty with.

Year 7 Mathematics Selective Program

Subject Name: Mathematics
Periods per cycle: 8

Subject Description

Mathematics is the study of numbers and their relevance in everyday life in the world of science, technology, commerce, the arts and employment. Mathematics is a powerful tool in solving problems using the processes of questioning, reflecting and reasoning and provides opportunities for originality, challenge and leisure.

What equipment do students need?

Year 7 students will need:

- 240 page grid book
- Scientific calculator
- Geometry set
- blue or black pen
- red pen
- ruler

Program

In Year 7 Mathematics content from the following strands will be studied:

- Number
- Patterns and Algebra
- Data
- Measurement
- Space and Geometry
- Working mathematically

Topic Name	Duration (Weeks)	Content Summary
Term 1 <ul style="list-style-type: none">• Decimals• Fractions• Percentages & Probability• Beginnings In Number	3 3 3 3	Students will develop knowledge and skills in mental and written computation and numerical reasoning
Term 2 <ul style="list-style-type: none">• Shapes and Solids• Directed Number & Number Plane• Length & Time	3 3 3	Students will develop knowledge and skills in identifying and quantifying shapes and objects and applying measurement strategies.
Term 3 <ul style="list-style-type: none">• Angles• Number: Its Order & Structure• Patterns, Algebra & Further Algebra	3 3 3	Students will develop skills in geometric reasoning and collecting, representing, analysing and evaluating information.
Term 4 <ul style="list-style-type: none">• Area, Volume• Using Geometric Instruments• Working Mathematically• Calculators	2 2 3 3	Students will develop knowledge, skills and understanding through inquiry and problem solving strategies.

Assessment

Formal assessment in Mathematics is common across class groups and results from these tasks are reported on in the Half Yearly and Yearly assessment periods. Students are assessed on the core work with an emphasis on extension type questions to develop critical thinking and problem solving skills allowing students the opportunity to show their individualism and creative ability. Formal assessment is made up of:

- 2 Common class tests each semester.
- Half Yearly/Yearly examination

Semester 1

Task Name	Weight	Date	Preparation tips
Common Test 1	25%	Term 1 Week 6	Students should revise notes and do practice questions at least two weeks prior to tasks
Common Test 2	25%	Term 2 Week 2	
Half Yearly Exam	50%	Term 2	
	100%		

Semester 2

Task Name	Weight	Date	Preparation tips
Common Test 3	25%	Term 3 Week 3	Students should revise notes and do practice questions at least two weeks prior to tasks
Common Test 4	25%	Term 3 Week 9	
Yearly Exam	50%	Term 4	
	100%		

Every student will have a notification sheet informing them when these tests will occur. Parents are asked to sign these and encourage their child to prepare in advance for these tasks.

Informal assessment to assess individual students comprises many forms:

- Observation of student activity
- Interviews and questioning
- Teacher – student discussion
- Listening to student's use of language
- Student explanations and demonstration to their peers
- Samples of student works
- Practical investigations and projects
- Students' written or verbal reports

The use of calculators is a mandatory component of the Mathematics syllabus in Year 7 and students do a calculator section in the NAPLAN exam. However, the students in the selective classes are encouraged to develop and refine their calculation skills by performing tasks without the use of the calculator.

Reports will have two marks – the formal exam mark plus the assessment mark made up from the indicated weightings in the above table. Grades are allocated on performance and the degree to which the outcomes and objectives of the course have been achieved.

Homework and Study

Homework is set regularly every night and is expected to be presented with full worked solutions. Students are expected to regularly revise work taught in class and practice questions in preparation for their assessment tasks.

Extension

If a keen student wanted to get ahead in this subject, what practical, concrete steps could they take?

- The Signpost textbook provides extension activities which would challenge students to extend their knowledge and skills.
- This textbook has a CD with it which provides extension activities. This CD can be borrowed from the library and used on home computers. Students are encouraged to borrow these and use them to reinforce what is taught in class and to help with areas that the student may find difficulty with.
- The Maths On Line website is a valuable resource for reinforcing concepts and also for extension work.

Additional Information

- All selective students will be registered in the Westpac Australia wide Mathematics competition
- Year 7 students will participate in NAPLAN testing this year.
- Opportunities will be given to students to participate in similar competitions throughout the year.

MUSIC

Subject Name: Music
 Periods per cycle: 3

Subject Description

Through a wide range of activities involving performing, composing and listening, students will be encouraged to make music a part of their lives now and in the future.

What equipment do students need?

Display folder, exercise book, pencils, erasers, pens, ruler, earpiece/headphones for keyboards, 4 x AA batteries.

Program

	Topic Name	Duration (Weeks)	Content summary
Semester 1	Sound and Rhythm	20 Weeks	Students will understand that sound is part of their environment. Students will learn how to notate sounds both graphically and traditionally. Students will compose and perform using 'found' instruments, body percussion and untuned Percussion instruments.
Semester 2	Pitch and Keyboard	20 Weeks	Students will learn how to notate pitch traditionally. Students will learn how to read traditional notational on the treble stave. Students will learn how to play simple melodies on keyboard.

Assessment

Task Name	Description	Weight
Semester 1		
Aural	<ul style="list-style-type: none"> Household Soundscape Time signature recognition Rhythm dictation Cloze Lyrics 	10%
Performance	<ul style="list-style-type: none"> Sight-reading Notation Percussion score 'Stomp" style performance 	20%
Composition	<ul style="list-style-type: none"> Group tasks Individual tasks 	10%
Bookwork	<ul style="list-style-type: none"> Exercise Book Supplied Music Booklet 	10%
Class work	<ul style="list-style-type: none"> Comprehensive Reading Participation 	10%
Exam Mark	Half Yearly Written Exam	40%
Semester 1 Total 100%		
Semester 2		
Aural	<ul style="list-style-type: none"> Listening Analysis Time signature recognition Rhythm and Melody dictation Cloze Lyrics 	10%
Performance	<ul style="list-style-type: none"> Keyboard performance Solo/small group performance Participation in class item 	20%
Composition	<ul style="list-style-type: none"> Keyboard melody Melody and Rhythm writing 	10%
Bookwork	<ul style="list-style-type: none"> Exercise book Supplied Music booklet 	10%
Class work	<ul style="list-style-type: none"> Comprehensive Reading Participation 	10%
Exam Mark	Yearly Written Exam	40%
Semester 2 Total 100%		

Homework and Study

Work on/completing composition, research, listening and performance tasks. Review all class work/homework before exams. Be prepared for performance lessons by having all correct equipment and music.

Extension

Work on more difficult performance pieces. Ask for extension work in composition. Listen to many varied types of music and answer the sort of questions covered in class for those pieces.

Year 7 Music Selective Program

Subject Name: Music
Periods per cycle: 6

Subject Description

Developing Listening, performing and Compositional skills in music.

Program

	Topic Name	Duration (Weeks)	Content Summary
Term 1	Sound/Duration	10 Weeks	Environmental Sounds. Listening, performing and writing graphically. Listening, reading and writing using traditional rhythm notation. Playing untuned percussion instruments.
Term 2	Pitch	10 Weeks	Listening, reading and writing traditional pitch notation. Playing keyboards.

Assessment

Task Name	Description	Date	Weight	Preparation Tips
Performance	Rhythm	Term 1	10%	●Keep up to date with all class work
Performance	Keyboard	Term 2	10%	
Composition	Class worksheets	Term 1 & 2	10%	●Revise work done the previous lesson
Aural	Class Listening	Term 1 & 2	10%	
Bookwork	Both exercise book and supplied workbook	Term 1 & 2	10%	●Review questions for the exams are included in the
Classwork	Written notes, involvement in class activities	Term 1 & 2	10%	
Written Exam		Term 2, Week 5 & 6	40%	supplied work booklet

Homework and Study

There will be ongoing homework tasks set throughout the two terms of study.

Keep up to date with all classwork. Revise work done the previous lesson. Review questions for the exams are included in the supplied work book.

Extension

Practice all skills at home. See teacher for extra performance pieces. Learn an instrument from a private teacher outside of school.

Additional Information

Music allows students to develop parts of the brain that are not often utilised in other subjects (the right side of the brain). There have been many important studies that have pointed to the positive effect on the developing child, of learning an instrument. Music can also provide the opportunity to work with others in small and large ensembles, providing a valuable collective experience.

PDHPE

Periods per cycle: 6

Subject Description

PDHPE provides opportunities for students to learn about and practise ways of adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable and improving their capacity to move with skill and confidence. It promotes the value of physical activity in their lives.

What equipment do students need?

PE – sports uniform (can only be purchased from school). Health – 128 page exercise book.

Program ~ Health

	Topic Name	Duration	Content Summary
Term 1	Give yourself a wrap	10 Weeks	Identify and examine the factors that influence individuals, (e.g. sense of self, self esteem, body image, connectedness, teamwork)
Term 2	Healthy Lifestyle	10 Weeks	Analysis of the nature of health and the benefits of a balanced lifestyle, including the importance of physical activity.
Term 3	Growth and Development	10 Weeks	Investigation of the various stages of the life cycle, with particular emphasis on puberty.
Term 4	Drugs	10 Weeks	Examination of the various types, effects and consequences of drug use of alcohol, tobacco and marijuana.

Program ~ PE

	Topic Name	Duration
Term 1	Fitness Testing	5 Weeks
	Basic Skills	5 Weeks
Term 2	Cross Country	3 Weeks
	Athletics	4 Weeks
	AFL	3 Weeks
Term 3	Fundamental Movement Skills incorporating Lacross	5 Weeks
	Jump rope for heart	5 Weeks
Term 4	Fundamental Movement Skills incorporating T-Ball and Paddle tennis	5 Weeks
	Intro duction to Dance	5 Weeks

Assessment

Students will be assessed both using formal and informal methods of assessing. The formal part can be seen in the assessment table on the following page while the informal assessment will take place via in-class exams and student activities.

Homework and Study

Any work not completed in class will be set as homework. Students will also be issued with mini-research and poster activities. Revise work done in class – summarise notes. Students will need to revise for in-class exams, quizzes and spelling tests.

Extension

Adopt a healthy lifestyle practices in area of nutrition, exercise, drug use, mental health and relationships.

Additional Information

It is recommended students keep up to date with current trends, methods and statistics regarding health and fitness. Students are encouraged to constantly review all forms of media to enable this.

PDHPE Year 7 Selective Program

Periods per cycle: 6

Subject Description

PDHPE provides opportunities for students to learn about and practise ways of adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable and improving their capacity to move with skill and confidence. It promotes the value of physical activity in their lives.

What equipment do students need?

PE – sports uniform (can only be purchased from school). Health – 128 page exercise book.

Program ~ HEALTH

	Topic Name	Weeks	Content summary
Term 1	Give Yourself a Wrap	10	Identify and examine the factors that influence individuals, (e.g. sense of self, self esteem, body image, connectedness, teamwork).
Term 2	Healthy Lifestyle	10	Analysis of the nature of health and the benefits of a balanced lifestyle, including the importance of physical activity.
Term 3	Growth and Development	10	Investigation of the various stages of the life cycle, with particular emphasis on puberty.
Term 4	Drugs	10	Examination of the various types, effects and consequences of drug use of alcohol, tobacco and marijuana.

Program ~ PE

	Topic Name	Weeks
Term 1	Fitness Testing	5
	Basic Skills	5
Term 2	Cross Country	3
	Athletics	4
	AFL	3
Term 3	Fundamental Mvt Skills incorporating Lacross	5
	Gymnastics	5
Term 4	Fundamental Mvt Skills incorporating TBall and Paddle Tennis.	5
	Intro to dance	5

Assessment

Students will be assessed both using formal and informal methods of assessing. The formal part can be seen in the assessment table below. While the informal assessment will take place via in class exams and student activities

See the table below

Task Name	Description	Weight	Date	Preparation tips <i>Eg What to study. How long before to start...</i>
1. X-Country	Training in class to improve CV endurance	15%	Term 1 Week 10	Timed 1.5km run over 3 week period
2. AFL- Basic Skills (4skills)	Fundamental movement skills test -kicking, throwing, catching skills and defending/attacking skills	10%	Term 2 Week 2	Participation and practise of skills over 3 week period
3. Dossier	Community: Personal profile of self and a partner in class Selective: create a 'School Support Network' resource	15%	Term 2 Week 4	Students to work together on personal profile Brochure/ postcard/video/ webpage
4. Half Yearly Exam	Topic areas include: Give yourself a warp Healthy lifestyle	15%	Term 2 Week 5	Students are to follow own study plan and attempt all revision handouts / questions
5. Gymnastics	Performance / Routine on 3 apparatus- Beam, Trampoline, Roman rings, parallel bars, Floor work, Vault	15%	Term 3 Week 4	Practice of apparatus/skills over 3 week period
6. Pamphlet on Puberty Changes	Community: Students design a pamphlet demonstrating physical, social and emotional changes Selective: Create a 'Guide to Surviving Puberty'	10%	Term 3 Week 6	Research using various resources Students to select mode of presentation
7. Yearly Exam	Topic areas include: Growth& Development Risk Matters	15%	Term 4 Week 3	Students are to follow own study plan and attempt all revision handouts and questions
8. T-Ball /Paddle Tennis- Basic Skills	Fundamental movement skills test- hitting, catching, throwing, hand-eye co-ordination, court/field awareness	10%	Term 4 Week 5	Participation and practice of skills over 3 week period

Homework and Study

Any work not completed in class will be set as homework. Students will also be issued with mini research and other activities

Revise work done in class – summarise notes.

Students will need to revise for in class exams, quizzes and spelling tests

Extension

Adopt healthy lifestyle practices in areas of nutrition, exercise, drug use, mental health and relationships

Additional Information

It is recommended students keep up to date with current trends, methods and statistics regarding health and fitness. Students are encouraged to constantly review all forms of media to enable this.

Science

Periods per cycle: 7

Subject Description

Year 7 Science involves observing and recording the world around us and then attempts to explain what is noticed. You will study Biology, Chemistry, Physics and Geology and Technology, which looks at how scientific discoveries can make life better for humans.

What equipment do students need?

30cm transparent plastic ruler, pens, pencil, eraser, 240 page exercise book (plastic covered).

	Topic Name	Duration (weeks)	Content summary
Term 1	1. You Can Be a Scientist.	4 weeks	You will learn to observe and record, make inferences and do experiments with safety in mind.
	2. Separating Substances.	4 weeks	You will learn how to separate useful substances from materials found in nature.
Term 2	1. Matter and Materials.	4 weeks	You will learn about the 3 states of matter and how heat affects them.
	2. Forces	4 weeks	You will learn about the different types of forces and how they can affect objects.
Term 3	1. Introducing Energy	4 weeks	You will learn about the different types of energy and how to convert one form to another.
	2. Cell – The Units of Life	4 Weeks	You will learn what cells are made up of, what they do and why they are important for life.
Term 4	1. Classifying Living Things.	4 Weeks	You will learn the importance of classifying living things and how to do it.
	2. Space	4 weeks	You will learn about the effects of the movement of the planets and the moon in our solar system and some major features of the universe.

Assessment

Students are assessed by an end of semester exam and common assessment tasks.

The report consists of an Exam Mark and an Assessment Mark. The Assessment Mark is determined by common year assessment tasks and class based knowledge tests. Exams and assessment tasks are divided into the following areas:

- **Knowledge**
- **Practical**
- **Applying Information and Solving Problems**
- **Expression and Communication**

Task Name	Description (brief)	Weight	Date (Term and week)	Preparation tips <i>Eg What to study. How long before to start</i>
Semester 1.				
1. Bunsen Burner	Practical	3%	Term 1 Week 3	Practical Work
2. Boiling Water	Practical	6%	Term 1 Week 7	Practical Work
3. Safety Poster	Communication	11%	Term 2 Week 3	Safety Rules
4. Expansion	Problem Solving	10%	Term 2 Week 7	Process Question
5. Class Topic Tests	Knowledge	10%	Term 1-Term 2	Revise topic content
6. Half Yearly Exam	All Areas	60%	Term 2 Week 4	Revise all semester work
Semester 2				
1. Energy	Practical	9%	Term 3 Week 3	Practical Work
2. Forces	Communication	11%	Term 3 Week 7	comprehension
3. Cells	Problem solving	10%	Term 4 Week 6	Process Question
4. Class topic Tests	Knowledge	10%	Term 3-Term 4	Revise topic content
5. Yearly Exam	All areas	60%	Term 4 Week 4	Revise all semester work

Homework and Study

Weekly homework, that relates to the topic being covered.

Revise the week's class notes, ask the teacher about areas of concern and most importantly – catch up on missed work.

Extension

1. Access the recommended text book - "Science Search" Bk1 2nd Ed. by G. Laidler
2. Ask your science teacher about the internet research question on the topic being studied.
3. Ensure that their science workbook is neat and up to date.

Additional Information

Prairiewood students need to take a part ownership in their Yr7 Science learning. Go to the Board of Studies Website and find out more about the Stage 4 Science syllabus (Yr7 & 8). www.boardofstudies.nsw.edu.au - School Certificate Syllabus

Year 7 Science Selective Program

Periods per cycle: 7

Subject Description

Science is about trying to understand how our environment works, including us. To do this, you will study Biology, Chemistry, Physics, Geology and Technology.

What equipment do students need?

Exercise book ,240 pages or more(plastic covered), 30cm ruler, pens and HB pencil.
Access to a computer and the internet will be useful for scientific research, but not essential.

Program

	Topic Name	Duration (weeks)	Content summary
Term 1	1. You Can be a Scientist	4 weeks	Learn to observe and record, make inferences and perform experiments with safety in mind.
	2. Separating Substances	4 weeks	Learn to separate useful substances from materials found in nature.
Term 2	1. Matter and Materials.	4 weeks	Learn about the 3 states of matter and how heat affects them.
	2. Cells – The Unit of Life	4 weeks	Learn what cells are made up of, what they do and why they are important for life.
Term 3	1. Classifying Living things	4 weeks	Learn about the great variety of life and how scientists classify them.
	2. Introducing Energy	4 Weeks	Learn about the different types of energy and how to convert one form to another.
Term 4	1. Forces	4 weeks	Learn about the different types of forces and how they can affect objects.
	2. Space	4 Weeks	Explore the different components of the solar system.

Assessment

Students are assessed by an end of semester exam and common assessment tasks.

The report consists of an Exam Mark and an Assessment Mark. The Assessment Mark is determined by common year assessment tasks and class based knowledge tests. Exams and assessment tasks are divided into the following areas:

- Knowledge
- Practical
- Applying Information and Solving Problems
- Expression and Communication

Common questions and extension questions will be included in all assessment tasks for selective students.

Task Name	Description	Weight	Date (Term & week)	Preparation tips <i>Eg What to study. How long before to start</i>
<u>Semester 1.</u>				
1. Using the scientific Method	Practical Report	3%	Term 1 Week 3	Practical Work
2. Boiling Water	Practical	6%	Term 1 Week 7	Practical Work
3. Safety Poster and Scientist biography	Communication	11%	Term 2 Week 3	Safety Rules
4. Expansion	Problem solving	10%	Term 2 Week 7	Process Question
5. Class Topic Tests	Knowledge	10%	Term 1- Term 2	Revise topic content
6. Half Yearly Exam	All areas	60%	Term 2 Week 4	Revise all semester work
<u>Semester 2</u>				
1. Forces	Practical	9%	Term 3 Week 3	Practical Work
2. Cell Connections	Communication	11%	Term3 Week 7	Comprehension
3. Cells to classify	Problem solving	10%	Term 4 Week 6	Process Question
4. Class Topic Tests	Knowledge	10%	Term 3 – Term 4	Revise topic content
5. Yearly Exam	All areas	60%	Term 4 Week 4	Revise all semester work

Homework and Study

Weekly homework, that relates to the topic being covered.

Revise the week's class notes, ask the teacher about areas of concern and most importantly – catch up on missed work.

Extension

1. Encourage reading science material as much as possible, as found in newspapers, the internet and relevant journals.
2. Consult the stage 4 Science syllabus on the internet, at the BOS site.

Additional Information

Purchase a recognised stage 4 textbook. e.g Science Search Book 1, 2nd Edition by G. Laidler Science Focus

Social Sciences

Periods per cycle: 3 (7 periods in Stage 4 e.g. 3 in Year 7 and 4 in Year 8)

Subject Description:

Investigating the World and Global Environment (Physical and Human)

What equipment do students need?

Pens, pencils, ruler, calculator, access to a computer (at home or at school) and exercise book and glue

Program

Topic 1	Investigating the World	Terms 1 and 2 (20 weeks)
	Topics: <ul style="list-style-type: none">• Physical and Human Environments• Tools used by Geographers e.g. Maps• Latitude and Longitude• Geographical Research and Fieldwork (at school)• World Heritage Sites	
Topic 2	Global Environments	Terms 3 and 4
	Topics: <ul style="list-style-type: none">• Types of Global Environments• Case Studies: Deserts and Rain Forests<ul style="list-style-type: none">➢ What are they?➢ Why are they there?➢ How are they unique?• Ecosystems• Different types of communities e.g. Bedouins	

Assessment

- No Common/Across the Year Exams.
- 2 Research Assignments per year.
- 1 Report per semester:

Books	10%
Spelling	5%
Class work and Homework	10%
Assignments	25%
Class Tests	50%

Homework and Study

Students are required to do revision and assignments to be handed in on time.

Year 7 Social Sciences Selective Program

Subject: Geography

Periods per cycle: 3 or 4 (7 periods in Stage 4)

Subject Description

You will be investigating the world and the global environments it contains. You will learn to use the tools geographers use such as maps, latitude and longitude, satellite images and photographs. Students will have the opportunity to carry out research and fieldwork on current geographic issues.

Equipment needed by all students in Geography

A class workbook of about 128 pages, pens, pencils, ruler, glue, scissors, highlighter, calculator and access to a computer are required.

Program

	Topic Name	Duration	Content summary
Term 1	Physical and human environments. Tools used by geographers.	10 weeks	You will learn about the physical elements of a natural environment as well as the cultural elements of a human environment.
Term 2	World Heritage sites. Geographical research and fieldwork.	10 weeks	This will include the identification and location of unique natural and cultural world heritage sites. You will carry out research to present a case study.
Term 3	Global environment types and case studies.	10 weeks	You will examine the geographical processes that form and transform global environments along with human interaction within these environments eg deserts.
Term 4	Ecosystems and communities.	10 weeks	You will identify types of communities, their features and processes responsible for change.

Assessment

Task Name	Description	Weight	Date	Preparation tips
SEMESTER 1	The nature of geography.	50%	Term 2	Constant, active revision.
Class Test 1			Week 2	
Research Task 1	World Heritage site.	25%	Term 2	Internet research, library lessons with teacher.
			Week 5	
SEMESTER 2	Global environment study.	25%	Term 3	Internet research, library lessons with teacher.
Research Task 2			Week 9	
Class test 2	Ecosystems and communities.	50%	Term 4	Constant, active revision.
			Week 6	
Each semester:	<ul style="list-style-type: none">• Bookwork 10%• Class work and homework 10%• Spelling 5%	25%		

Homework and Study

Students will be expected to complete work not finished in class or missed due to absences. An up to date and neat book is essential for test revision and study.

Students will be given written notification of tasks in advance and information on the due date.

Extension

Students are encouraged to undertake additional case studies to investigate the features that make these places unique. Regular reading of geographical or environmental newspaper articles is encouraged to provide a deeper understanding of issues and to enhance literacy skills.

Additional Information

Students and parents are encouraged to contact class teachers in advance if there are any concerns over a task or set work.

Technology ~ Home Economics (Mandatory)

Years: 7 or 8

Periods per cycle: 6

Subject Description

Technology will introduce students to the Home Economics Faculty where they will use the design process to solve problems in the context of Food and Textiles. Students will develop an ability to design, produce and evaluate quality solutions that meet a specific need. This will be done using a variety of materials, tools and techniques.

What equipment do students need?

For both Food and Textiles students will need an A4 display folder with 20 pieces of plain and 20 pieces of lined paper at the back. They will also need pens, pencils, ruler, glue and scissors.

For Food practical lessons students will need an apron, 1 tea towel, 1 oven mitt, a container and a table setting. Enclosed leather shoes must be worn for all practical work.

Program

	Topic Name	Duration (weeks)	Content summary
Unit 1	Where it all Starts	3 weeks	Introduces the design process and builds the foundation for quality projects to be created.
Unit 2	Snack Attack	10 weeks	A food based unit where students will be introduced to cookery and healthy eating. They will design and make a healthy snack food for teenagers.
Unit 3	All Wrapped Up	7 weeks	The students will create the packaging, label and advertisement for their newly created snack food
Unit 4	Bag It	20 weeks	A textile based unit that will introduce sewing and fabric decoration to the students, who will then create an appropriate bag for specific end use using the skills they have learnt.

Please note that students may not do these units in this order, it will depend on the timetable.

Assessment

The assessment of students will consist of a combination of practical marks, homework, projects and the design folio. This will be an ongoing process throughout the school year.

The report mark will be determined by a combination of the formal assessments listed below plus the additional tasks carried out for class work and homework. These results as well as the teacher's professional judgement will determine the grades allocated on the report.

Task Name	Description	Position in Unit	Preparation tips <i>(E.g. What to study. How long before to start)</i>
Where it all starts label	Technology title page	Term 1 Week 3	Ensure the marking guidelines are followed during construction
Where it all starts Label	Using the design process students create a label to meet a specific need	Term 1 Week 4	ensure the marking guidelines are followed during construction
Snack Attack	Practical lessons	Throughout the 2 terms of the unit	Practice the recipes at home before the practical lessons
Snack Attack	Original Snack Food Idea: Recipe	Half way through the unit of work	Ensure the recipe is a simple snack food that could be prepared in a double lesson. Take the healthy eating guidelines into consideration when selecting and creating the recipe
Snack Attack	Original Snack Food Idea: Practical	End of the unit	Practice the recipe at home before the lesson
All Wrapped Up	Packaging for original snack food idea	End of the unit	ensure the guidelines for food labelling are followed
Bag It	Construction samples	Start of the unit	Final presentation of these samples need to be completed at home, this should include a quality coloured border and appropriate heading
Bag It	Fabric Decoration samples	Half way through the unit	Final presentation of these samples need to be completed at home, this should include a quality coloured border

			and appropriate heading
Bag It	Bag Design Ideas	Half way through the unit	Students will create brainstorm, production sketches and a final design. All components must be completed. Presentation must be of a high standard
Bag It	Final Product: The Bag	End of the unit	Students need to ensure that the design is appropriate to the design brief, the construction is of a high standard and uses at least 2 fabric decoration techniques

Homework and Study

Students will be given a variety of homework tasks throughout the year; these must be recorded in their school diary and completed by the due date. Failure to complete homework will result in a lunchtime detention.

Extension

For those students who wish to extend their knowledge and skill in this area they could practise their practical skills at home. Internet research relating to the varied topics could be carried out, for example recipes, textile crafts and skills.

For the Food component students could practise the school recipes before the practical lesson and experiment with other appropriate recipes.

Additional Information

Please be aware of the following:

1. Students who fail to bring the necessary equipment for the practical lessons will be unable to participate, they will be required to complete appropriate theory work. Marks will be deducted accordingly.
2. Penalty for late assessment tasks – there will be a penalty for the late submission of formal and informal assessment work, it is as follows:

1 day late	=	loss of 10% of total mark
2 days late	=	loss of 20% of total mark
3 days late	=	loss of 30% of total mark
4 days or more	=	zero marks (Students will still be required to submit the work for marking after this date to ensure they meet Board of Studies requirements).

Year 7 Technology (Mandatory) Home Economics Selective Program

Years: 7 or 8

Periods per cycle: 6

Subject Description

Technology will introduce students to the Home Economics Faculty where they will use the design process to solve problems in the context of Food and Textiles. Students will develop an ability to design, produce and evaluate quality solutions that meet a specific need. This will be done using a variety of materials, tools and techniques.

What equipment do students need?

For both Food and Textiles students will need an A4 display folder with 20 pieces of plain and 20 pieces of lined paper at the back. They will also need pens, pencils, ruler, glue and scissors.

For Food practical lessons students will need an apron, 1 tea towel, 1 oven mit, a container and a table setting.

Program

	Topic Name	Duration (weeks)	Content summary
Unit 1	Where it all Starts	3	Introduces the design process and builds the foundation for quality projects to be created.
Unit 2	Snack Attack	17	A food based unit where students will take on numerous roles within the PW Food Company as they work through the design process to create a new "healthy choice" snack food. Students will become OHS officers, Food Technologists, Nutritionists, Market Researchers and Designers as they create their product.
Unit 4	Bag It	20	A textile based unit that will introduce sewing and fabric decoration, and include a research study of natural fibres. Students will then create an appropriate bag for a specific end use using the skills they have learnt.

Please note that students may not do these units in this order, it will depend on the timetable.

Assessment

The assessment of students will consist of a combination of practical marks, homework, projects and the design folio. This will be an ongoing process throughout the school year.

The report mark will be determined by a combination of the formal assessments listed below plus the additional tasks carried out for classwork and homework. These results as well as the teacher's professional judgement will determine the grades allocated on the report.

Task Name	Description (brief)	Position in Unit	Preparation tips <i>Eg What to study. How long before to start</i>
Title Page	Technology title page displaying items of relevant Technology from the Food and Textiles areas	Term 1 Week 3	Ensure the marking guidelines are followed during construction
Where it all starts~ Dream Room	Using the design process students create a layout for their dream bedroom and analyse	Term 1 week 4	Ensure the marking guidelines are followed during completion of the task
Snack Attack~ OHS Manual	Students will create an OHS Manual providing advice for new employees of the PW Food Company	Term 1 Week 5	Ensure the marking guidelines are followed during completion of the task
Snack Attack~ Practicals	Practical lessons	Throughout the 2 terms of the unit	Practice the recipes at home before the practical lessons

Task Name	Description (brief)	Position in Unit	Preparation tips Eg What to study. How long before to start
Snack Attack~Market Research	Students will present their market research findings	Half way through the unit of work	Ensure the marking guidelines are followed during completion of the task
Snack Attack~Original Recipe	Original "Healthy Choice" Snack Food Idea: recipe	Half way through the unit of work	Ensure the recipe is a simple snack food that could be prepared in a double lesson. Take the healthy eating guidelines into consideration when selecting and creating the recipe.
Snack Attack~Nutrition Review	Students will create a set of rules for teenagers to follow to aid a healthy life style	Through the 2 nd half of the program	Ensure the marking guidelines are followed during completion of the task
Snack Attack~Original Recipe Prac	Original Snack Food Idea: Practical	End of the unit	Practice the recipe at home before the lesson
Snack Attack~Packaging Investigation	Packaging ideas for original snack food idea will be developed	End of the unit	Ensure the guidelines for food labelling are followed and that environmental concerns have been taken into consideration
Bag It~Construction Samples	Students experiment with a number of construction techniques creating sample work	Start of the unit	Final presentation of these samples need to be completed at home, this should include a quality coloured border and appropriate heading.
Bag It~Fibre Investigation	Students will create a PowerPoint project based on a natural fibre of their choice	Halfway through the unit	Ensure the marking guidelines are followed during completion of the task
Bag It~Fabric Decoration Samples	Students will experiment with a number of fabric decoration techniques creating sample work	Half way through the unit	Final presentation of these samples need to be completed at home, this should include a quality coloured border and appropriate heading.
Bag It~Patchwork Cushion	Using the fabric decoration samples students will create a patchwork cushion	Halfway through the unit	Students are to use sound construction techniques to create the end product
Bag It~Major Project Design Ideas	Students will generate ideas for the final design of their bag	Half way through the unit	Students will create brainstorm, production sketches and a final design. All components must be completed. Presentation must be of a high standard.
Bag It~Swing Tag	Students will create the swing tag for Bag	End of the unit	Ensure the marking guidelines are followed during completion of the task
Bag It~The Bag	Students create their own original design for the Bag it Design Brief	End of the unit	Students need to ensure that the design is appropriate to the design brief, the construction is of a high standard and uses at least 2 fabric decoration techniques

Homework and Study

Students will be given a variety of homework tasks throughout the year, these must be recorded in their school diary and completed by the due date. Failure to homework will result in a lunchtime detention.

Extension

For those students who wish to extend their knowledge and skill in this area they could practise their practical skills at home. Internet research relating to the varied topics could be carried out, for example recipes, textile crafts and skills.

For the Food component students could practise the school recipes before the practical lesson and experiment with other appropriate recipes.

Additional Information

1. Students who fail to bring the necessary equipment for the practical lessons will be unable to participate, they will be required to complete appropriate theory work. Marks will be deducted accordingly.
2. Penalty for late assessment tasks: there will be a penalty for the late submission of formal and informal assessment work, it is as follows:
 - 1 day late= loss of 10% of total mark
 - 2 days late= loss of 20% of total mark
 - 3 days late= loss of 30% of total mark
 - 4 days or more= zero marks

Students will still be required to submit the work for marking after this date to ensure they meet Board of Study requirements.

Stage 4 Technology (Mandatory) – Industrial Arts

Periods per cycle: 6

Subject Description

- Students will learn to design, plan, make and document a number of different practical projects using a variety of materials and technologies.
- Students will develop a range of practical skills and knowledge that enables them to successfully undertake and complete these projects.

Equipment needed

- Apron
- Fully enclosed leather shoes with solid leather upper (no joggers or open footwear)
- Safety glasses will be provided

Course Rationale

Technology and an understanding of design processes enable people to manage, interpret, shape and alter their environment to improve their quality of life at home, school, in workplaces and in the broader community. The rapid rate of technological change in an increasingly knowledge-based society highlights the need for flexible technological capability, innovative thinking and effective communication skills.

In this course students learn about technologies and use a range of materials, tools and techniques relevant to a variety of human activities. Technologies assume increased importance when they are applied to solve real problems; they can be used to add functional, aesthetic and environmental value to products.

The aim of the Technology (Mandatory) Years 7–8 Syllabus is to develop students' ability to design, make and evaluate quality solutions that respond to particular opportunities and needs. The course enables students to develop practical solutions to problems and to responsibly, safely and creatively select and use materials, tools and techniques.

Student Assessment

Students are assessed on the basis of:

- Successful completion of quality practical projects and project reports.
- Successful completion of a number of research assignments.

Assessment will be carried out on a regular basis. Student performance will be reported as a percentage mark in the half yearly and yearly reports.

Course Assessment and Reporting

Task:	Description:
1.	Practical project work, project reports and research assignments for Term 1.
2.	Practical project work, project reports and research assignments for Term 2.
3.	Practical project work, project reports and research assignments for Term 3.
4.	Practical project work, project reports and research assignments for Term 4.

Assessment in this course is based on student performance in relation to the syllabus outcomes, areas of learning and social development. Assessment is usually carried out at the completion of each practical project and, where possible will be consolidated at the end of each term.

Reporting is based on the following criteria:

Research and presentation skills; competence in the use and management of resources; the understanding and application of safe working practices: problem solving skills; the making of quality practical projects using school workshop, computing and classroom facilities and equipment.

Other areas for assessment and reporting may include: cooperation, effort and application, student organisation, preparation and social skills in class.

The nature and type of projects undertaken by students within the cohort may vary due to factors including workshop availability, student learning skills, previous learning experiences and safety issues.

Homework

Research and preparation will form the basis of any homework tasks issued in this course.

Extension Work

Students who wish to extend themselves in this area may undertake a range of more complex projects and participate in competitions entered by the school relevant to this area of study.

Course: Stage 4 Technology (Mandatory) – Industrial Arts Selective Program

Periods per cycle: 6

Subject Description

- Students will learn to design, plan, make and document a number of different practical projects using a variety of materials and technologies.
- Students will develop a range of practical skills and knowledge that assists them to successfully undertake and complete these projects. They may also have the opportunity to extend their acquired skills and knowledge to a range of more advanced situations.
- Students may have the opportunity to engage in competitive designing and production activities within/between class(es) and possibly between schools.

Equipment needed

- Apron.
- Fully enclosed leather shoes with solid leather upper (no joggers or open footwear).
- Safety glasses will be provided.
- USB flash drive storage device (2GB minimum – not a phone or MP3 device).

Course Rationale

Technology and an understanding of design processes enable people to manage, interpret, shape and alter their environment to improve their quality of life at home, school, in workplaces and in the broader community. The rapid rate of technological change in an increasingly knowledge-based society highlights the need for flexible technological capability, innovative thinking and effective communication skills.

In this course students learn about technologies and use a range of materials, tools and techniques relevant to a variety of human activities. Technologies assume increased importance when they are applied to solve real problems; they can be used to add functional, aesthetic and environmental value to products.

The aim of the Technology (Mandatory) Years 7–8 Syllabus is to develop students' ability to design, make and evaluate quality solutions that respond to particular opportunities and needs. The course enables students to develop practical solutions to problems and to responsibly, safely and creatively select and use materials, tools and techniques.

Selective and advanced classes will undertake a modified program that develops the basic skills and knowledge required from this course as well as extension work in the areas of design, engineering and information systems technology. Learning activities undertaken by students will focus on practical problem solving using a range of technologies and processes.

Assessment

Students are assessed on the basis of:

- Successful completion of quality practical projects and project reports.
- Successful completion of a number of research assignments.

Assessment will be carried out on a regular basis. Student performance will be reported as a percentage mark in the half yearly and yearly reports. There may be class tests for selective and advanced stream classes. These tests may cover a range of relevant topic areas studied during class time or issued as extension work.

Course Assessment and Reporting

Task: Description:

- | | |
|----|---|
| 1. | Practical project work, project reports and research assignments for Term 1. |
| 2. | Practical project work, project reports and research assignments for Term 2 with an emphasis on Engineering Design. |
| 3. | Practical project work, project reports and research assignments for Term 3. |
| 4. | Practical project work, project reports and research assignments for Term 4 with an emphasis on Information Systems Technology. |
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Assessment in this course will be based on student performance in relation to the syllabus outcomes, areas of learning and social development. Assessment is usually carried out at the completion of each practical project and, where possible, will be consolidated at the end of each term.

Reporting is based on the following criteria:

research and presentation skills; competence in the use and management of resources; the understanding and application of safe working practices; problem solving skills; the making of quality practical projects using available resources, facilities and equipment.

Other areas for assessment and reporting may include: cooperation, effort and application, student organisation, preparation, initiative and resourcefulness, teamwork and social skills in class.

The nature and type of projects undertaken by students within the cohort may vary due to a range of factors including workshop and facilities availability, student learning skills, previous learning experiences and safety issues.

Homework

Research and preparation will form the basis of any homework tasks issued in this course. Detailed planning and management activities may need to be developed and refined outside normal class times.

Extension Work

Students who wish to enhance and further develop their learning in this course may undertake a range of more complex and demanding projects. There may be opportunities for students to work in design teams to solve a range of problems in a competitive situation. Preparation for such activities may require student commitment beyond scheduled class times.

Visual Arts

Introduction

Welcome to the wonderful realm of the Visual Arts. Students will travel through various opportunities to challenge their understanding of form, shape, colour, texture, line and tone. These experiences will allow them to understand how art is used in the world.

Students in selective classes will study Visual Arts or Music for six periods per cycle (fortnight) for half a year (a semester) and then study the other subject in the second semester.

Students in local classes will study both Visual Arts AND Music for 3 three periods a cycle (fortnight) all year.

SELECTIVE CLASSES PROGRAM: 7H (7CAPA 1 and 2) and 7S (7 CAPA 3 and 4)

	Topic Name	Duration (weeks)	Content summary
SEMESTER 1			
Term 1 (7CAPA 2 & 4)	HIGH SCHOOL WRAP	10	Students will look at what is art, what is Post-modern art practice and how artists collaborate.
Term2 (7CAPA 2 & 4)	Still Life	10	Students will study a traditional art subject, Still Life, and produce a major 2D art work based on inanimate objects.
SEMESTER 2			
Term3 (7CAPA 1 & 3)	HIGH SCHOOL WRAP	10	Students will look at what is art, what is Post-modern art practice and how artists collaborate.
Term4 (7CAPA 1 & 3)	Still Life	10	Students will study a traditional art subject, Still Life, and produce a major 2D art work based on inanimate objects.

LOCAL CLASSES PROGRAM: 7 P, R, (7VA 4, 5 & 6) I, O (7VA 7, 8 & 9) and 7E (7VA 10)

	Topic Name	Duration (weeks)	Content summary
Term 1	HIGH SCHOOL WRAP	20	Students will look at what is art, what is Post-modern art practice and how artists collaborate.
Term2			
Term3	Still Life	20	Students will study a traditional art subject, Still Life, and produce a major 2D art work based on inanimate objects.
Term4			

Assessment

Methods of Assessment

Students are assessed in Visual arts in a variety of ways. The Practical component is worth 70% and the historical / Critical (theory) 30%.

Reporting

The report mark is simply the sum of marks for all the work undertaken in visual art, for each unit of work.

FORMAL ASSESSMENT: see tables below.

SELECTIVE CLASSES: 7H (7CAPA 1 and 2) and 7S (7 CAPA 3 and 4).

Task Name: #1: HIGH SCHOOL WRAP		Weight	Date Due:	Preparation tips
Description: Students will look at what is art, what is Post-modern art practice and how artists collaborate.				
Task 1a BOW	Collaborative Wrap	20%	Term 1 Week 8	Assignment: collaborative ability
Task 1b BOW	Documentation of "WRAP"	10%		Drawings, photos and video
Task 1c VAPD	Observational sketches	20%		Drawings of WRAP.
Task 1d VAPD	Exploring & Developing for WRAP	20%		Or Ideas for the WRAP.
Task 1e Historical/ Critical	Question in V.A. text book Wrapping Space & Art-wise 2 ch.6 pg. 184 Focus Work	10%	Term 3 Week 7	This will be undertaken in class and extended as homework.
Task 1f Historical/ Critical	Investigation of Christo & his work	20%		This will be undertaken at home.

Task Name: #2: HIGH SCHOOL WRAP		Weight	Date Due:	Preparation tips
Description: Students will study a traditional art subject, "Still Life" and produce a major 2D art work based on inanimate objects.				
Task 2a BOW	Still Life 2D	30%	Term 2 Week 7	Painting of Still Life
Task 2b VAPD	Exploring & Developing for Still Life BOW	40%		Drawings and sketches of Still Life
Task 2c Historical /Critical	Cezanne v Morimura	10%		Or Artwise1 ch3. pgs 78, 88: commenced in class and finished for homework
Task 2d Historical /Critical	Margaret Olley	10%	Term 4 Week 4	Artwise1 ch 3 pgs 84 This will be commenced in class and finished for homework
Task 2e Historical /Critical	Margaret Preston	10%		Artwise1 ch 2 pgs42 This will be commenced in class and finished for homework

LOCAL CLASSES

7 P and R, (7VA 4, 5 & 6); I and O (7VA 7, 8 & 9); and, 7E (7VA 10).

Task Name: #1: HIGH SCHOOL WRAP		Weight	Date Due	Preparation tips
Description: Students will look at what is art, what is Post-modern art practice and how artists collaborate.				
Task 1a BOW	Collaborative Wrap	20%	Term 2	Assessment , collaborative ability
Task 1b BOW	Documentation of "WRAP"	10%		Drawings, photos and video
Task 1c VAPD	Observational sketches	20%		Drawings of Wrap
Task 1d VAPD	Exploring & Developing for WRAP	20%		Ideas for the WRAP
Task 1e Historical/Critical	Question in V.A. text book Wrapping Space Visual Arts book Chapter 3 Anne Bamford.	15%	Week 7	This will be undertaken in class and extended as homework..
Task 1f Historical/Critical	Artwise 2 ch.6 pg. 184 Focus Work	15%		This will be undertaken in class and extended as homework

Task Name: #2: STILL LIFE		Weight	Date Due	Preparation tips
Description: Students will study a traditional art subject, "Still Life" and produce a major 2D art work based on inanimate objects.				
Task 2a BOW	Still Life 2D	30%	Term 4 Week 4	Painting of Still Life
Task 2b VAPD	Exploring & Developing for Still Life BOW	40%		Drawings and sketches of Still Life.
Task 2c Historical/Critical	Cezanne v Morimura Artwise ch3. pgs 78,88.	10%		This will be commenced in class and finished for homework.
Task 2d Historical/Critical	Margaret Olley Artwise ch 3 pgs 84	10%		This will be commenced in class and finished for homework.
Task 2e Historical/Critical	Margaret Preston Artwise ch 2 pgs42	10%		This will be commenced in class and finished for homework.

Homework and Study

Homework in Visual Art is an extension of the historical critical content. However it is expected that students follow contemporary art in the media and attend some art exhibitions with family, in their own time as a form of homework. They should visit local galleries such as Fairfield and The Casula Power house. They should also visit the Art gallery of NSW and Sculpture by the Sea. The student could undertake to arrange this as a family excursion. The student should, if on holidays visit the local art gallery of the place which they are visiting. Students need to enjoy and appreciate visual art for themselves rather than undertaking an activity because it is a High School requirement.

How to revise:

For Visual Art, students need to involve themselves in art; especially contemporary art. This can be done through the media and Art Galleries. Students also should be documenting their lives through drawing, photography and video.

Extension

To get ahead in Visual Art students need to develop their traditional art skills such as drawing, painting and ceramics. "Practice makes perfect". This can simply be done by undertaking practical artwork at home. Students are encouraged to consult or liaise with their art teachers in respect to practical extension work.

Additional Information

The amount of people visiting art Galleries in Australia is far greater than the amount of people going to football games. The visual arts embrace many things in life, any thing that is a visual medium has it roots in the basic elements and principals of design. Advertisements/commercials, films, video clips, window displays, interior design, fashion, make up and design, are all visual art forms. Visual Arts is not limited to a bit of drawing and painting.