



**ALL SAINTS'**  
**COLLEGE**  
**Maitland**

**Stage 4 - Years 7 & 8**

**Curriculum & Assessment Handbook**



Dear Parents and Students in Year 7 and 8,

This booklet contains general information relating to all courses, details regarding assessment in each subject and a sample of forms to be completed if Assessment Tasks are late or students are absent for an Assessment Task. If you have any questions about assessment procedures throughout the year, please ask your subject teacher, the relevant Leader of Learning for the subject or the Assistant Principal – Learning.

The Leaders of Learning or Assistant Leader of Learning for each subject area are:

<b>KLA</b>	<b>Leader of Learning</b>	<b>Assistant Leader of Learning</b>
Religious Studies	Mrs Scott	Ms Pantaleo
Creative Arts	Mrs Frize	Mrs Gibson
English	Ms Nowalinski	Miss Hartcher
Mathematics	Mrs Wright	Mr McDonald
Science	Mrs Rainima	Mrs Berman / Ms Tully
HSIE	Mr Hopson	Miss Payne (Mrs Buffier acting)
PDHPE	Mr Whereat	Mrs Stock
TAS	Mr Koen	Mr Rolfe
Diverse Learning	Mr Whiting	

Mrs Abela can assist with Learning Technology.

The purpose of providing you with this booklet is to assist you in preparing for each of your assessment tasks to the best of your ability. Please note that each subject is continuously assessing all classwork and homework tasks throughout the semester and there will not be a formal assessment schedule. A task common to all classes will be set for moderation purposes.

Sharon Hibbert  
Assistant Principal - Learning

Last updated April 2025

## Assessment Procedures

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Evidence of achievement is based on different learning activities. Ongoing assessment may take the form of observations, questioning, class-based tasks and work samples.

At key times throughout the year, teachers use their professional judgement from evidence collected during learning.

### Submission of Planned Tasks

Hand-in tasks are to be submitted on the due date. Hand-in tasks are to be handed personally to the class teacher who will keep a record that the task has been submitted. ***It is each student's responsibility to submit all tasks on time.***

If a task requires a personal presentation, e.g. performance, speech, seminar etc., the whole task is considered due on the *first day of presentations at the specified time (if stated)*.

Digital/electronic submission is the responsibility of the student to ensure they submit by the due date and time (if specified). They are strongly advised to keep a copy of their work and not to leave their submission to the last minute in case of a technical issue.

### Non-Submission of a Task

If a student does not hand in a task, the teacher and/or relevant Leader of Learning will contact parents/caregivers and an alternative arrangement will be made to complete the task.

### Illness or Misadventure of the day of a task

If a student is unable to attend school on the day a task is due, they must submit/complete the task on the first day they return (regardless of whether a lesson is timetabled for that day or not), unless an extension has been granted by the subject teacher and Leader of Learning.

- Illness – unexpected illness on the day of a task
- Misadventure – an unforeseen event on or immediately prior to the due date that prevents the student from completing the task on time.

Known absences do not constitute illness or misadventure; nor are grounds for an extension of time.

If a student is on a school-based activity/excursion when a hand in task is due to be submitted, they are still required to submit the task on or prior to the due date. If a student is on a school-based activity/excursion when an in-class task is completed, they are required to complete the task either prior to going or on the next available day at the discretion of the Leader of Learning.

### **Penalties for Late Submission**

While there are no penalties for late submission, Stage 4 are expected to complete set tasks/assessments which may include spending break time so they can access assistance.

### **The Grading System**

Students will receive a grade from A to E in all courses. Each student will receive a grade based on their achievement in the school's assessment program against the common grade scale. Teachers will evaluate the student's achievement and use the performance descriptor which best matches that achievement, to allocate the grade.

Notes:

- There is no predetermined percentage of students who will receive particular grades.
- The grades are based on evidence of student achievement, related to knowledge and skills, not attitudes, values and interest.

To avoid a conflict of interest or a perceived conflict of interest when allocating grades, the College will make every effort to:

- avoid a teacher who is a parent/carer or close relative, from taking their child's class.
- avoid having that teacher, who is a parent/carer or close relative, teaching on that cohort.

Where this is not possible, the College will make arrangements to ensure tasks from the student (who is a child of the teacher/carer or close relative) are double marked by a different teacher to ensure equity and fairness to all students.

## The Common Grade Scale

All Saints' College maps student work and evidence of learning against the Common Grade Scale. This can be found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades/common-grade-scale>

Each subject develops tasks based on Stage outcomes and a variety of evidence is used during the reporting process. Students should use the feedback given to continuously work on areas identified for improvement and practice areas they are doing well at.

<b>A</b>	The student has an <b>extensive</b> knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b>	The student has a <b>thorough</b> knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	The student has a <b>sound</b> knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	The student has a <b>basic</b> knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	The student has an <b>elementary</b> knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

## **Plagiarism and Malpractice**

Plagiarism is the use of another's ideas, words, theories, research findings, artworks or music without proper referencing. Plagiarism from the internet or any other information source is not acceptable.

If there are any doubts about plagiarism, students are advised to consult with the class teacher. It is recommended you develop your literacy skills and write answers using your language and style.

Plagiarism occurs when:

- part or all of another student's work or ideas are copied
- there is deliberate deception by inventing references or not acknowledging passages that are direct quotes from another author
- there is a total lack of or insufficient referencing
- ideas and information are paraphrased but are not referenced
- using AI in any form to complete the work

You are NOT to copy or copy and paste any other people's work.

### **How is plagiarism detected?**

It is easier to detect plagiarism than many people think. Sometimes it's obvious:

- through lack of citation
- through lack of bibliographic depth
- through changes in the tone of writing
- if you've never written like this before

If assessment tasks are very different in quality from supervised work, teachers may:

- check your reference list
- search online for suspected plagiarism
- ask questions about your research to confirm that you have the indicated level of knowledge.
- ask students to submit early drafts and process diaries to support a final product

### **Example of Plagiarism:**

You compile a research assignment by copying and pasting numerous sections of your assignment from different web sources. Because this is a 'new' piece of work, you don't see it as plagiarism as you have found the information and made informed selections from it.

To assist you in not plagiarising you may be required to complete a bibliography for each research task to acknowledge the resources you used.

Malpractice can also include behaviour in a classroom when a task is completed under examination conditions. This includes, but is not limited to:

- Having access to electronic devices such as phones, smart watches, ear phones
- Talking loudly and distracting other students
- Taking notes into the room when not permitted

## Referencing

### What is referencing?

Referencing allows you to acknowledge the work of others you use when completing an assignment. You need to cite your information sources when you directly quote the words or ideas of someone else. This is known as an in-text citation. If you include in-text citations in your assignment you need to include a reference list at the end of your assignment. A bibliography is another form of referencing. It is a list of not only the sources cited in your assignment but also any other material you may have read or viewed when completing your research task.

### How do I reference?

When you reference it is important to follow a particular referencing style or method so that your teacher can easily interpret where you found your information. At All Saints' College, students use the American Psychological Association (APA) method. This method has guidelines for all types of information formats, including books, websites, maps, encyclopedias, teacher's notes, etc. For example, see below the APA method for referencing a single-author book:

Quoting in the body of your work:

Format: (Author's Last Name, Year of publication, Page number)

Australia is in "the top three nations for critically endangered animals" (Pearson, 2021, p.34).

Bibliographies are written in alphabetical order according to the author's last name:

Format: Author's Last Name, Initials. (Year of publication). Title of work.  
Publisher.

Pearson, E. (2021). Saving Australia's Endangered Animals. Oxford Press.

## Using a referencing generator to create your bibliography.

All students have **free access** to the **SLASA** referencing generator via the Junior Campus Library homepage: (**Compass/** ★ **Favourites/Library**):

<https://mncatholic.softlinkhosting.com.au/oliver/home/news>

For any assistance with this referencing generator, please see Library staff members.

The **Middle School Level** is recommended for Year 7 students, but you can access the Senior Level to find the appropriate forms for your information sources. For example, the form for referencing teachers' notes is found at the Senior Level.

### Additional information if you wish to add it:

To create references, simply select the appropriate information source format from the lists provided and fill in the given form with the details of your source. Click on the *Create* button, then *select*, *copy*, and *paste* the reference into your bibliography.

**Book with one author**

**Reference list example**

Shuckburg, E. (2014). *Polar scientist*. Raintree.

**Fill in the following fields. Use the examples given as a guide.**

Author's last name	Author's initials
<input type="text" value="Shuckburg"/>	<input type="text" value="E"/>
Year of publication	Title
<input type="text" value="2014"/>	<input type="text" value="Polar scientist"/>
Publisher	
<input type="text" value="Raintree"/>	

The referencing generator icon is

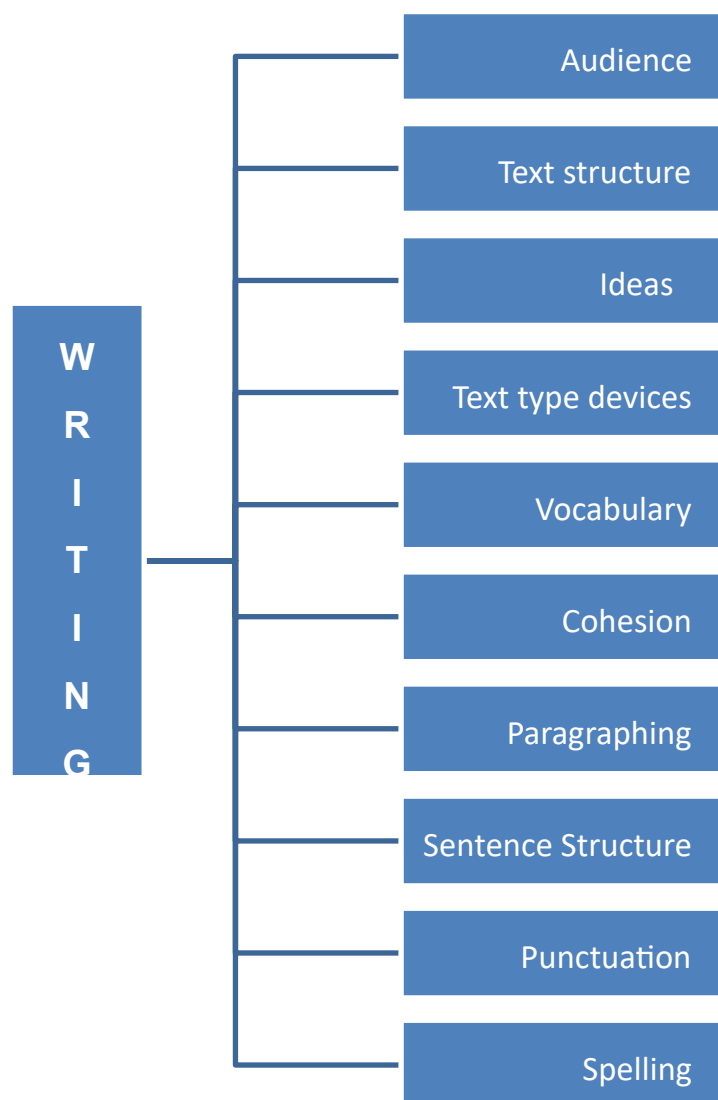


## Literacy

Literacy knowledge and skills are essential foundations for learning, educational attainment, personal enrichment, social interaction and future employment. Literate students better understand and negotiate their world and can actively participate in all aspects of society as ethical and informed citizens.

All subjects will focus students on the core writing skills across KLAs and identify areas where students need further support or enrichment. Students will receive specific feedback from teachers relating to targeted literacy skills. This feedback will inform students of what they are doing well and identify areas for improvement.

Development in writing will be addressed using the following criteria;



## Home Learning organisation tips

Set aside time each night, Monday to Friday, for the following tasks. It will help if you make it at the same time every day. During this time, you will only do school tasks so make sure that it fits in with everything else in your life. Complete the following tasks in order.

### Check your notes and work from today

- Read what you have written
- Paste in any sheets
- Complete any unfinished questions or activities
- Underline the headings
- Put an \* next to anything that do not understand (10 - 15 minutes in total)

### Homework

- Complete tasks set by your teacher for that night. Do it in the order it was given eg. Period 1 work before Period 4.
- Take time to work as accurately as possible.
- Attempt all questions. This means you will have something to discuss with your teachers for those questions you have difficulty with.

### Assignments

- Keep your diary up to date or your Assessment Calendar.
- Divide your assignments into workable "chunks". Your teachers will show you how to do it when the assignment is given.
- Be realistic about how much you can do at any one time.

### Revision

- Read through all the notes and exercises for the Unit of Work that you are currently studying
- Write out formulas, key words and definitions
- Copy important diagrams
- Try doing some questions and activities a second time, especially those that you got wrong or had difficulty with.

### Reading

- Students should make a habit of reading both fiction and non-fiction books to develop their general literacy skills. This helps them across all subjects to access the curriculum

# Subject Specific Information

The following pages provide an overview of the topics studied across Year 7 and 8.

If you have any questions about the content being studied or the different types of assessment taking place, contact your child's class teacher for information.

- Religious Education
- Creative Arts
- English
- Human Society and its Environment (HSIE)
- Mathematics
- Personal Development, Health and Physical Education (PDHPE)
- Science
- Technical and Applied Studies (TAS)

# Religious Studies

Term	Year 7	Year 8
1	<p><b>Faith Story Witness</b></p> <p>This module focuses on developing an understanding of various aspects of the Catholic 25 faith tradition, beginning with the meaning of faith and then presenting an overview of some of the core beliefs associated with our Catholic identity.</p>	<p><b>A Living Faith</b></p> <p>This module will allow students to explore the nature of the Catholic Church as it seeks to proclaim the Good News and work towards the fullness of the Kingdom of God and the way in which the Church lives out its mission in the world today through its various roles and models.</p>
2	<p><b>Sacred Story</b></p> <p>This module focuses on the importance of sacred story in the Christian tradition and, in particular, how people experience God's revelation through sacred text.</p>	<p><b>Faith in Community</b></p> <p>In interconnected and interdependent as part of God's plan for humanity. It also looks at the role of the Church as Community and the Christian call to Participation, Solidarity and the Common Good. This module students will explore a range of ways human beings are</p>
3	<p><b>Faith in Practice</b></p> <p>The overall aim of the module is for students to gain an understanding of how Christians encounter God through the sacramentality of human life and how this is expressed through religious ritual and worship practices.</p>	<p><b>Faith and Justice</b></p> <p>This module focusses on living the faith through acts of service and charity as a crucial aspect of Catholic life.</p>
4	<p><b>Encountering Jesus</b></p> <p>This module focuses on creating opportunities for students to encounter Jesus Christ in a variety of ways, and in particular from a Catholic perspective.</p>	<p><b>Growing in Moral Wisdom</b></p> <p>In this module students will be learning about moral decision making within a Catholic moral framework.</p>

# Creative Arts

Term	Year 7 Music	Year 7 Visual Art	Year 8 Languages
<b>1</b>	<p><b>What is Music? The Concepts of Music</b></p> <p>Students learn about the Concepts of Music through a range of repertoire with a focus on Rock Music including Australian/Indigenous Artists.</p>	<p><b>Mythical Beings</b></p> <p>Develop confidence in making and talking about art. An exploration of drawing and mark-making. When we critically examine images, different perspectives are produced if we use subjective, cultural, structural or post-modern frame.</p>	<p><b>Me And You</b></p> <p>Students learn to introduce themselves and meet new people in the target language. Students explore different ways to greet people, learn what they have in common and what makes them unique.</p>
<b>2</b>	<p><b>Western Art Music</b></p> <p>Students will learn about the Instruments used in the Symphony Orchestra, focusing on composition, listening and performing music from the <i>Romantic, Classical, and 20<sup>th</sup> and 21<sup>st</sup> Centuries (including Australian music)</i></p>	<p><b>Let's Face it</b></p> <p>An exploration of portraiture using traditional (drawing, painting, photography) and contemporary techniques (appropriation, digital, 3-Dimensional form- Ceramics).</p>	<p><b>My Family and My House</b></p> <p>Students interact and create a range of texts to exchange information about their family. They use vocabulary, sentence structures and expressions appropriate to cultural practices and values. Students write a profile for each family member describing their traits and characteristics.</p>
<b>3</b>	<p><b>Film Music</b></p> <p>Students will study music from well-known Films and learn about the composition process involved. Film Music Repertoire will be studied highlighting the listening and musicology components.</p>	<p><b>Symbolism</b></p> <p>Exploring still-life and symbolic objects in art. Students will use drawing, painting and printmaking techniques to create images that convey messages. (Foam print, acrylic painting, still life-drawing)</p>	<p><b>My Life</b></p> <p>Students learn to discuss daily routines in [target country] and Australia. Students learn how to say when and how often they do daily activities, and their preferences. They also learn to talk about the daily activities of others.</p>
<b>4</b>	<p><b>We Want the Funk</b></p> <p>Students will study the origins of funk and fusion in the 70's – current. A focus on performance and revision of the concepts of music studied in Terms 1 – 3.</p>	<p><b>Space</b></p> <p>Students will study varying aspects of Landscape artworks which are inspired by Nature. The focus will be on 2-Dimensional works</p>	<p><b>Celebrations and Food</b></p> <p>Students learn about important events in the target culture and compare them to those in their own culture.</p> <p>Students learn to talk about food and drinks related to [target country] and explore cultural aspects in the context of eating at home and dining out.</p> <p>Students order items from a menu and justify their choices.</p>

# English

Term	Year 7	Year 8
1	<p><b>Poetry and Drama: First People</b></p> <p>Students explore the perspectives of First Nations' Peoples through poetic and dramatic representations composed by a variety of Aboriginal and Torres Strait Islander peoples. They will engage in a variety of activities that explore the use of language devices to convey ideas, such as characterisation, connotation, imagery and symbol, improving their ability to annotate and analyse texts.</p>	<p><b>Poetry: Poetry of Resistance</b></p> <p>Students will explore the power of poetry to challenge power and provide a voice for the disenfranchised. They will engage with a variety of poetry and contexts, analysing the way language and form constructs meaning. Students will demonstrate their understanding through a comparative, analytical essay.</p>
2	<p><b>Fiction: Genre Study: The Gothic - "Don't Read This!"</b></p> <p>Students will explore the concept of genre, as well as engage in an in-depth study of the Gothic. Through their reading and analysis, they will evaluate the different ways that tension and conflict are used to structure a narrative, engage an audience, and convey specific themes. In their critical responses, students will analyse how the author's choice of language and structure impacts meaning.</p>	<p><b>Drama and Film: Shakespeare's World</b></p> <p>Students will explore the context and times of William Shakespeare to appreciate the place his work has in our world. They will conduct research into his political, social and historical context, and how his work was both reflective of, and challenged, the values and systems of his time. They will develop an understanding and appreciation for the beauty of Shakespeare's use of language through a study of excerpts from a variety of texts.</p>
3	<p><b>Extended Prose: The Hero's Journey</b></p> <p>In this unit, students will explore the archetypal pattern or monomyth known as 'The Hero's Journey' through reading and exploring a diverse range of texts across context and time. Through their composing and responding, students will explore the ways language and form are used to challenge or affirm contextual values through their own representations of this timeless archetypal structure.</p>	<p><b>Extended Prose: Overcoming Adversity</b></p> <p>Students will explore the ways literature represents triumph over adversity and how we learn from those challenges. By examining a variety of texts, including extended prose, they will analyse how composers employ conventions such as character, theme and point of view to develop an understanding of the ways we deal with adversity in life, as well as what makes these experiences compelling for us as responders to texts. Students will demonstrate their understanding of the skills, concepts and ideas through a creative writing response.</p>
4	<p><b>Nonfiction and Film: Who is a hero anyway?</b></p> <p>Students will examine and explore how the hero archetype has been appropriated in modern media to convey a particular perspective to an audience. Students will read and analyse a variety of contemporary and digital texts before completing an independent research project.</p>	<p><b>Biography/Autobiography: Writing the Self</b></p> <p>Students will creatively explore the relationship between the self and story. They will examine the purpose, form and features of biographical texts and how meaning is constructed to represent the ideas of composers. Through their reading and analysis, students will understand the importance of these text types in reflecting the self, story and the world more broadly and respond in a creative multimodal form to demonstrate their understanding.</p>

# HSIE

Term	Year 7	Year 8
1	<p><b>Overview &amp; Investigating the Ancient Past</b> This unit is about the investigation of people’s actions and experiences in past times. Students will use curiosity, imagination and historical skills to find out about the societies and values of people who lived in the past.</p> <p><b>Depth Study: The Mediterranean World</b> According to the 'out of Africa' theory, about 60 000 years ago modern humans (Homo sapiens) began to leave that continent and gradually spread throughout the world. This unit will begin by exploring this concept and extend into an investigation of Ancient Egypt.</p>	<p><b>Depth Study: The Western and Islamic World- Medieval Europe</b> In this unit students explore the time of kings and queens, castles and knights. An introduction to the feudal system and how this influenced medieval society, and the roles of groups is delved into.</p> <p><b>Depth Study: The Asia Pacific World- Japan under the Shoguns</b> During this unit students move their focus to the region of Asia and venture the realm of Japan. The influence of geography on the developed of the society, begins the unit and expands into the period of war and how peace was established by the shoguns. The end includes the decline of the shoguns and the establishment of foreign power with Japan.</p>
2	<p><b>Depth Study: The Asian World – China</b> Two hundred years ago, China was largely cut off from the rest of the world. This unit explores some of the sources that have helped us to know about China’s long and rich history and its early development from a group of separate, warring states to a powerful and unified empire whose cities, government, scientific knowledge and achievements were highly advanced in their time.</p>	<p><b>Depth Study: Expanding Contacts- Aboriginal and Indigenous Peoples, Colonisation and Contact history.</b> Through a focus on Australia and America, students explore indigenous cultures and their unique characteristics and features. The period of contact and colonisation is then ventured into and through case studies, students evaluate the impact of contact.</p>
3	<p><b>Landscapes &amp; Landforms</b> Students explore landscapes and landforms using examples from Australia and throughout the world. They explain processes that create landscapes and shape individual landforms, and they describe the value of landscapes and landforms to different people.</p>	<p><b>Water in the World</b> Students examine water as a resource and the factors influencing water flows and availability of water resources in different places. They investigate the nature of water scarcity and assess ways of overcoming it.</p>
4	<p><b>Place &amp; Liveability</b> Students discuss factors that influence people’s perceptions of the liveability of places. They investigate features and characteristics of places across a range of scales that support and enhance people’s wellbeing such as community identity, environmental quality and access to services and facilities.</p>	<p><b>Interconnections</b> Students focus on the connections people have to places across a range of scales. Students explore how transport, information and communication technologies and trade link people to many places. They explain the effects of human activities, such as production, recreation and travel, on places and environments in Australia and across the world.</p>

# Mathematics

The following Working Mathematically outcome underpins the content and skills in the Stage 4 course:

*Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.*

Areas of study in Stage 4 include:

- Number and algebra
- Measurement and space
- Statistics and probability

Term	Year 7 Content Focus	Year 8 Content Focus
1	Computation with Positive Integers Number Properties & Patterns	Algebraic Techniques & Index Laws Percentages Angle Relationships Properties of Geometrical Figures
2	Algebraic Techniques Fractions & Percentages Computation with Negative Integers	Equations & Inequalities Measurement
3	Equations Decimals Angle Relationships Geometrical Figures	Ratios & Rates Fractions, Decimals & Percentages Negative Integers Algebra, Indices and Equations
4	Measurement Statistics & Probability	Linear Relationships Statistics & Probability

It is important that students come to Mathematics class prepared with homework completed and bring necessary equipment including book, pens, pencils, ruler and calculator.

# PDHPE

Term	Year 7		Year 8	
	Theory	Practical	Theory	Practical
1	<p><b>This Is Me</b></p> <p>The overall theme of this unit is to allow students to recognise the importance of connectedness and their identity</p>	<p><b>Circuits/ Get to Know you Games.</b></p> <p>This unit aims to allow students to develop an understanding and appreciation of personal fitness challenges along with engaging fundamental movement skills in a range of game contexts.</p>	<p><b>My Health Journey</b></p> <p>This unit requires the students to review their current lifestyles, in regard to nutrition, physical activity and mental health. The content allows for integration between theory and practical.</p>	<p><b>Circuits/Court Games</b></p> <p>This unit aims to allow students to develop an understanding and appreciation of personal fitness challenges. This unit gives students an opportunity to learn the rules and skills required to play various court games.</p>
2	<p><b>Looking Out, Speaking up</b></p> <p>The overall theme of this unit is for the students to build the skills and strategies in order to keep themselves and others safe in uncomfortable situations.</p>	<p><b>Athletics/ Target Games</b></p> <p>Students will develop technique/confidence in events for the school Athletics carnival. Students will be given the opportunity to develop and improve their throwing and aim skills by focusing on target games.</p>	<p><b>Imagine all the people (Diversity)</b></p> <p>The overall theme of this unit to provide students with the opportunities to explore and understand other cultures and backgrounds. There will be a focus on embracing diversity and creating inclusive environments.</p>	<p><b>Athletics/invasion Games.</b></p> <p>Students develop offensive and defensive skills in a range of games through modified and traditional participation. Students will develop technique/confidence in events for the school Athletics carnival.</p>
3	<p><b>Growth and Development</b></p> <p>Throughout this unit, students will investigate the impact of transition and change on identity and evaluate strategies to manage these changes.</p>	<p><b>Target Games/ Fitness Testing</b></p> <p>Students assess and perform physical activities that improve health- and skill-related components of fitness.</p>	<p><b>Positive Relationships</b></p> <p>Learners analyse the changing relationships they have with peers and family members as they mature and gain greater independence. They examine the rights and responsibilities in healthy relationships and how to manage conflict.</p>	<p><b>Invasion Games Dance – Social/Cultural/ ATSI</b></p> <p>Students will manipulate the elements of dance to compose and enhance sequences for group performance. They will practise and refine fundamental and specialised movement skills in a predictable learning environment .</p>
4	<p><b>R U Ok?</b></p> <p>The overall theme of this unit is to allow students to recognise the importance of looking after their mental health. With one in five people suffering from mental health conditions, this topic is of vital importance.</p>	<p><b>Striking Games</b></p> <p>Throughout this practical unit students learn and practise the skills required to be successful in a variety of different striking and fielding games.</p>	<p><b>Do I or Don't I? (Risks)</b></p> <p>The overall theme of this to allow learners to explore risk taking and ways to keep themselves and others safe. A major focus for the learners will be empowering them to make informed and safe decisions.</p>	<p><b>Speedaway/ Net Games.</b></p> <p>Students develop the skills and understanding of the strategies and tactics required for success in the game of Speedway. Students further enhance their skills in a variety of Net games.</p>

# Science

Term	Year 7	Year 8
1	<p><b>An Introduction to Skills</b> – Students are introduced to the practical aspects of working safely in a science laboratory and a range of <i>working scientifically</i> skills that are the building blocks for Stage 4-Stage 6 Science.</p> <p><b>Observing the Universe</b> - students explain how observations are used by scientists to increase their knowledge and understanding of how the universe works.</p>	<p><b>Investigation Skills</b>- Students learn how to plan and conduct a scientific investigation that is reliable and valid. They also cover the conventions required when writing a scientific report. Students dedicate class time to a first-hand investigation project which is then used to write a formal scientific report.</p> <p><b>Chemical World</b>- Students are introduced to the Periodic Table of Elements and explain how scientific understanding about the properties of elements, compounds and mixtures relate to their uses in everyday life.</p>
2	<p><b>Forces</b> - Students investigate types of forces and describe the effects of forces in everyday situations. An introduction to physics concepts.</p>	<p><b>Physical World</b>- Students work towards understanding different energy types and transformations to discuss how scientific understanding and technology contribute to finding solutions to everyday energy problems.</p> <p><b>Earth and Space</b>- Students examine the scientific knowledge that influences the choices made regarding the use and management of Earth's resources, the effect of human activity on Earth's resources and practices developed to minimise human impacts on the environment.</p>
3	<p><b>Cells</b> - Students describe the unique features of cells in living things and how structural features can be used to classify organisms. An introduction to Biology concepts</p>	<p><b>Living World (Cells and Plants)</b> - Students learn about cell theory and the organisation of living things. The differences between plant and animal requirements are linked to their cellular composition. Microscope and other observational skills are developed.</p>
4	<p><b>Solutions</b> – students explain how the properties of substances enable separation in a range of techniques. An introduction to chemistry concepts.</p>	<p><b>Living World (Body Systems)</b> - Students examine the requirements of multi-cellular organisms and link the specialised structure to the function of organ systems. They also recount how changes in scientific knowledge lead to discoveries that solve real world problems.</p>

# TAS

The *Technology 7–8 Syllabus* enables students to develop the essential knowledge, understanding and skills of technological learning. Students engage in project work and practical experiences to investigate design opportunities, organise and apply knowledge, conceptualise and develop inspired ideas into sustainable, quality solutions. Students develop their technological skills through the design and production of creative solutions.

Rotation	Year 7	Year 8
<p><b>A</b></p>	<p><b>Textiles and Sustainable Technologies</b></p> <p>Students explore materials, production processes, and design principles in textiles through both practical and theory-based activities. They learn about fibres, fabrics, and sustainability while developing skills in hand and machine sewing. Students follow the design process to create a textile product, applying techniques such as pattern making, cutting, stitching, and embellishing. They document their work through a design portfolio, reflecting on their progress and evaluating their final product.</p>	<p><b>Food and Agricultural practices</b></p> <p>In this rotation, students investigate food production, preparation, and sustainability. They explore the science behind food, nutrition, and the importance of sustainable agricultural practices. Students gain practical experience through cooking and food preparation activities, where they develop skills in hygiene, safety, and the use of kitchen tools. They also engage in project work, applying the design process to create healthy, sustainable food products.</p>
<p><b>B</b></p>	<p><b>Materials and production processes – Timber and Metal</b></p> <p>Students engage in practical activities focused on the properties and uses of timber and metal materials. They explore techniques such as cutting, shaping, and joining, while also learning about safe practices when working with tools and machinery. Students apply the design process to create a product using these materials, documenting their work in a design portfolio. They reflect on their problem-solving approaches and evaluate the effectiveness of their final products, considering aspects such as functionality and sustainability.</p>	<p><b>Engineering Technologies and systems and Digital Technologies</b></p> <p>Students focus on understanding the principles of engineering and digital technologies. They learn how to design and build simple engineering projects, such as small machines and bridges, using appropriate tools and materials. Students develop skills in coding and digital technologies, often working with basic software and hardware to create functioning prototypes. They explore sustainability in engineering solutions, considering the impact of their designs on the environment and society.</p>

## NESA Key Terms

The key terms below will help students understand the type of assessment they have been set. It is important they do understand the terms and the differences between them.

Account	Account for: state reasons for, report on. Give an account of, narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use in a different, new or unfamiliar situation
Appreciate	Make a judgement about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically Analyse	Use interpretation and reasoning to assess a range of evidence and make judgements based on detailed analysis Add a degree or level of accuracy, knowledge and understanding, logic, questioning, reflection and quality to evaluate
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from

Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

