



# 2009 Year 7 Curriculum, Programming and Assessment Booklet

This booklet provides information to students and parents about the Year 7 learning and assessment programs at Rose Bay Secondary College.

## Contents

Year 7 Curriculum Structure .....	Page 1
National Assessment program .....	Page 2
RBSC Assessment policy and procedures .....	Page 3
English .....	Page 4
Mathematics .....	Page 5
Science.....	Page 6
History (Mandatory).....	Page 8
Geography (Mandatory).....	Page 10
Personal Development, Health and Physical Education .....	Page 12
Visual Arts .....	Page 18
Music .....	Page 20
Technical and Applied Studies .....	Page 23
Languages .....	Page 23-25

### Year 7 Curriculum Structure

Course	periods/cycle
English	9
Mathematics	9
Science	9
History and Geography	6 period each per semester

Course	periods/cycle
PDHPE	6
Language	3
Technology	6
Music	3
Visual Arts	3

Students also participate in Sport on Wednesday afternoons for 2 periods each week.

## National Assessment Program

Year 7 students will sit for 4 external assessment tests as part of the National Assessment Program. The purpose of these tests is to assess the literacy and numeracy performance of Year 7 students. The results of these tests will be reported to schools, students and parents using a common reporting scale with performance bands in reading, writing, language and numeracy.

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

## **Rose Bay Secondary College Assessment Policy and Procedures for Year 7**

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

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

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

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

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

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

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

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

## English

English is a mandatory course that is studied in each of Years 7-12 with at least 400 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the School Certificate.

In Year 7 at RBSC students participate in 9 periods of English per timetable cycle. Comprehensive and selective students engage in similar units however selective students are expected to have a more intensive academic focus.

### *What will students learn about in Year 7 English?*

<b>Year 7 Course Content</b>			
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<p><u>Unit 1: Introduction to Secondary College</u> Both comprehensive and selective strands will engage in an introductory unit related to identity and achieving personal best.</p> <p><u>Unit 2: Media matters</u> Identification and understanding of the function and power of media in Australia and the world. Students will model their media representations on best practice examples demonstrating ability to communicate effectively in a public context.</p>	<p><u>Unit 3: Close Study of Text</u> Identify, discuss and use the conventions, structures, and language features of narrative texts, and discuss how they relate to the author's purpose, and the techniques used to convey meaning to the audience.</p> <p><u>Unit 4: Visual Literacy</u> Students will develop understanding and interpret and apply concepts related to visual images created in picture books. They will learn the metalanguage for analysing visual texts and express ideas through creative activity in response to the visual texts.</p>	<p><u>Unit 5: Thinking Critically</u> Students will access and select information from a variety of electronic, visual, and written sources. They will interpret and evaluate the worth and authenticity of sources consulted and present arguments to support their views.</p> <p><u>Unit 6: Analysing film texts</u> Through the close analysis of film, students will explore the use of film technology and processes employed that shape meaning for responders.</p>	<p><u>Unit 7: Poetic perspectives</u> Students will study poetry focussed on from different cultural perspectives. Students will be introduced to poetic techniques and will apply these to their own and others' work.</p> <p><u>Unit 8: Using better English</u> Students will work with their teachers on specific reading and writing skills needed to improve their ability to respond and represent in English.</p>

### *What will students learn to do in Year 7 English?*

In Year 7 English students will have the opportunity to develop core skills in reading, writing, listening, speaking, viewing and representing.

*How will the students know what is expected of them in Year 7 English?*

<b>Year 7 English Formal Assessment Schedule</b>			
<b>Unit</b>	<b>Type of Task</b>	<b>Weight</b>	<b>Timeframe</b>
<b>1. Identity and Personal Best</b>			
Respond to and compose a range of texts demonstrating their understanding of their broadening world and their relationships within it.	<ul style="list-style-type: none"> <li>• Speaking</li> </ul>	8	Term 1, Week 6
<b>2. Media matters</b>			
Recognise, reflect on and explain their own experiences and the world of texts and assess representations of people, places and events in the media.	<ul style="list-style-type: none"> <li>• Representations of media</li> </ul>	8	Term 1 week 11
<b>3. Novel - close study</b>			
Read and engage with prose developing understanding of genre conventions and features and structures of the narrative.	<ul style="list-style-type: none"> <li>• Semester 1 exam Reading and Writing for units 2 and 3</li> </ul>	25	Term 2 week 5
<b>4. Visual Literacy</b>			
Experience visual meaning through picture books and develop skills to respond and create their own picture book.	<ul style="list-style-type: none"> <li>• Picture Book representations</li> </ul>	10	Term 3 week 1
<b>5. Thinking critically</b>			
Develop skills of critical analysis through research using electronic and other media and present their own point of view based on evidence.	<ul style="list-style-type: none"> <li>• Reading, writing and researching</li> </ul>	10	Term 3 week 5
<b>6. Understanding Film texts</b>			
Analyse, engage with and create visual texts through understanding and analysis of technical elements that shape film.	<ul style="list-style-type: none"> <li>• Viewing , listening and responding</li> </ul>	10	Term 4 week 5
<b>7. Cultural perspectives in poetry</b>			
Experience a range of culturally different perspectives in poetry texts and discover how they were created.	<ul style="list-style-type: none"> <li>• Sem 2 exam Reading and responding for units 6 and 7</li> </ul>	30	Term 4 week 5
<b>8. Using better English</b>			
Learning to write more effectively for a range of audiences.	<ul style="list-style-type: none"> <li>• Reading and writing</li> </ul>	29	Term 4, week 5

Teachers differentiate the work that is set for each class so the learning needs of all students are met.

*Contact - Mrs Kon (Head Teacher English)*

## Mathematics – Year 7

Mathematics is a mandatory course that is studied in each of Years 7-10 with at least 400 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the School Certificate.

In Year 7 at RBSC students participate in 9 periods of Mathematics per timetable cycle.

### *What will students learn about in Year 7 Mathematics?*

Year 7 Mathematics Course Content			
Term 1	Term 2	Term 3	Term 4
* Beginnings in number * Number: order and structure * Calculators * Measurement	* Patterns and Algebra * Directed Number and Number Plane * Further Algebra * Angles	* Angles * Decimals * Shapes and Solids * Fractions, Percentages and probability	* Area and Volumes * Using Geometrical Instruments * Working Mathematically: applying strategies

**Note:** Selective classes cover the same content but they are given a broader overview in their lessons to explore the "Working Mathematically Outcomes" in the Stage 4 syllabus. Their Assessments also have a broader range of questions.

### *What will students learn to do in Year 7 Mathematics?*

In Year 7 Mathematics students will have the opportunity to develop core skills in communicating, interacting, problem-solving, decision-making, analysing and applying formulae in various problems.

### *How will the students know what is expected of them in Year 7 Mathematics?*

Year 7 Mathematics Formal Assessment Schedule			
Topic/Area of study	Type of Task	Weight	Timeframe
Topic test at the end of each topic	Written examination in class time	Equal weighting	When the topic is completed
Yearly examination covering all topics taught	Written examination in class time	25%	Term 4 during assessment week

### *Homework expectations for all Year 7 students in Mathematics:*

Homework is given on a regular basis from their textbook and it is due the next Mathematics lesson. The students are required to self correct it and ask for assistance from their teacher. Additional homework in the form of worksheet, assignment or project may also be given.

### *Other relevant Mathematics information:*

Students are expected to bring the textbook and an exercise book to every maths lesson. A scientific calculator is compulsory so the students can be prepared for the National Assessment Program - Literacy and Numeracy [NAPLAN]. Students also need pencil, rubber, protractor, compass, set squares and ruler in class.

**Contact - Mr Lo (Head Teacher Mathematics)**

## Science

Science is a mandatory course that is studied in each of Years 7-10 with at least 400 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the School Certificate.

In Year 7 at RBSC students participate in 9 periods of Science per timetable cycle.

### *What will students learn about?*

<b>Year 7 Science Course Content</b>			
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
Topic 1: Scientists at Work Topic 2: Living things, Classification and Body Systems	Topic 2: Living things, Classification and Body Systems (ctd) Topic 3: Energy	Topic 4: Planet Earth Topic 5: Solids, Liquids and Gases	Topic 5: Solids, Liquids and Gases (ctd) Topic 6: Careers in Science

### *What will students learn to do?*

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

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

### *How will the students know what is expected of them?*

<b>Year 7 Science Formal Assessment Schedule</b>			
<b>Topic/Area of study</b>	<b>Type of Task</b>	<b>Weight</b>	<b>Timeframe</b>
Topic Tests	Class Tests after each topic (6 topic tests in total). Selective Classes to be given tests which reflect the extension work covered by these classes.	10%	After each topic
Book Work	Student book (shows completion of all work and neatness)	10%	Ongoing
Science Skills/Experimental Work	Designing, conducting and writing up of experiments	10%	Ongoing
Homework	Research, completion of class work, science articles, etc. Selective classes to be given tasks which reflect higher order thinking skills.	10%	Ongoing
Scientists at work	Oral presentation of a famous scientist	10%	Term 1 Week 6

Topic/Area of study	Type of Task	Weight	Timeframe
Living Things, Classification and Body Systems	Stem Cell research assignment	10%	Term 2 Week 7
Half Yearly Exam	Common test for all classes in Year 7	15%	Term 2 Week 7
Research/Model Making	Research on energy converters and make a model which demonstrates a change in energy from one form to another	10%	Term 3 Week 6
Yearly Exam	Common Test for all classes in Year 7	15%	Term 4 Week 7

***Homework expectations for all Year 7 students in Science:***

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

- Overnight homework to complete unfinished class work
- Homework booklet which contains extension work and revision work
- Complete assignment work listed on table above
- Science articles review

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

***Other relevant Science information:***

Selective Students will cover more material due to curriculum compacting. Teachers will add extra assessments as a result and students in these classes need to be aware that they are to ask their teacher for these assessments, eg. Debate about stem cell research.

Students who do not complete tasks by the due date will be penalised. A 10% deduction of marks per day late will be enforced.

Students who are away are expected to catch up on work upon their return by asking a buddy in class and their class teacher.

Students can participate in a Science Competition which will be held in May. All students in 7F and 7G are expected to participate in this competition.

Students are expected to follow safety procedures in the laboratory to carry out investigations.

***Contact - Ms Andre (Head Teacher Science)***

## History

History is a mandatory course that is studied in each of Years 7-10 with at least 200 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the School Certificate.

In Year 7 at RBSC students participate in 6 periods of History per timetable cycle in either semester 1 or 2.

### *What will students learn about in History?*

<b>Year 7 Comprehensive Course Content</b>			
<b>Term 1</b>		<b>Term 2</b>	
<b>What is history?</b> -How do historians investigate and record the past? -Using sources -Problems of evidence -Sequencing, measuring and dividing time -Archaeology- methods of investigation, dating -Conserving our heritage - Local area site study	<b>Ancient Societies- Egypt</b>	<b>Ancient Societies- Greece</b>	<b>An Asian Society- China</b>
Students study the following themes in each of the societies identified:			
<ul style="list-style-type: none"> <li>-The origins of the society</li> <li>-Daily life of men and women in the society</li> <li>-Civics and citizenship in the society</li> <li>-Rights and freedoms</li> <li>-Beliefs and values of the people of the society</li> <li>-Impact of significant people and/or events</li> <li>-Contacts with other peoples</li> <li>-The legacy of the ancient, medieval and early modern world</li> </ul>			

### *What will students learn to do in History?*

In Year 7 History students will have the opportunity to develop skills in comprehension, analysis and use of sources, understanding perspectives and interpretations, empathetic understanding, research and communication.

### *How will the students know what is expected of them in History?*

<b>Year 7 History Formal Assessment Schedule for Comprehensive classes</b>			
Topic/Area of study	Type of Task	Weight	Timeframe
What is history?	Site Study	25%	Week 7, Term 1/3
Egypt	Research and communication	25%	Week 11, Term 1/3
Greece	Webquest	25%	Week 3, Term 2/4
Greece	Group presentation	25%	Week 5, Term 2/4

***Selective Classes:***

***What students will learn about in 7F and 7G-***

Appropriate units of work are designed for the selective students in line with the history syllabus; these are intended to extend the students' skills and understanding beyond the core curriculum. The content, process and product are all differentiated which means the outcomes, assessment and reporting must also be different to reflect what is happening in the classroom. For all topics the students will begin with a pre-test to assess the students' background knowledge, allowing the core curriculum to be compacted to only those skills or content areas that are not already mastered, this provides time for more challenging learning experiences and will enhance achievement levels.

Selective students will undertake the assessment program above but tasks will include differentiated components.

***Homework expectations for all Year 7 students in History:***

Students will be issued homework activities on a regular basis in History. This may take a variety of forms, such as assignments, revision, completion of class work and reading. It is expected that students will undertake all homework experiences as part of their learning program in history.

***Other relevant History information:***

Year 7 students will undertake a mandatory site study of Bondi Beach as part of their learning experience in History.

***Contact - Ms Collins (Head Teacher History/Languages)***

## Geography

Geography is a mandatory course that is studied in each of Years 7-10 with at least 200 hours to be completed by the end of Year 10. Students must undertake 100 hours of study in *Global Geography* (years 7 and 8) and 100 hours of study in *Australian Geography* (in years 9 and 10). This is a requirement for eligibility for the award of the School Certificate.

In Year 7 at RBSC students participate in 6 periods of *Geography* per timetable cycle for one semester (2 terms).

Year 7 Geography Course Content	
Term 1	Term 2
<p><b>Investigating the World:</b> <b>The nature of Geography</b></p> <ul style="list-style-type: none"> <li>• the physical elements of environments:               <ul style="list-style-type: none"> <li>– air</li> <li>– solar energy</li> <li>– flora and fauna (heat &amp; light)</li> <li>– soil</li> <li>– water</li> </ul> </li> <li>• the human elements of environments:               <ul style="list-style-type: none"> <li>– agricultural</li> <li>– economic</li> <li>– industrial</li> <li>– political</li> <li>– settlements</li> <li>– sociocultural</li> </ul> </li> <li>• the interaction of the physical and human elements</li> <li>• global representation using maps</li> <li>• the importance and use of latitude</li> <li>• the importance and use of longitude</li> <li>• global patterns of physical and human features</li> </ul> <p><b>Geographical research</b> <b>key geographical questions</b></p> <ul style="list-style-type: none"> <li>• fieldwork:               <ul style="list-style-type: none"> <li>the use of geographical tools in investigating the physical and human environment</li> </ul> </li> </ul> <p><b>World Heritage sites</b></p> <ul style="list-style-type: none"> <li>• natural (physical) and cultural (human) sites</li> <li>• the criteria and process for World Heritage listing</li> <li>• international treaties and agreements related to World Heritage sites organisations responsible for World Heritage sites</li> </ul>	<p><b>Global Environments:</b></p> <ul style="list-style-type: none"> <li>• types of global environments and their location:               <ul style="list-style-type: none"> <li>– coasts</li> <li>– coral reefs</li> <li>– deserts</li> <li>– grasslands</li> <li>– mountains</li> <li>– polar lands</li> <li>– rainforests</li> <li>– rivers</li> <li>– tundra</li> <li>– wetlands</li> </ul> </li> </ul> <p>At least ONE global environment selected from the list above:</p> <ul style="list-style-type: none"> <li>• the spatial distribution of the selected global environment</li> <li>• the major geographical processes that operate within the chosen environment:               <ul style="list-style-type: none"> <li>– atmospheric processes</li> <li>– biotic processes</li> <li>– geomorphic processes</li> <li>– hydrologic processes</li> </ul> </li> <li>• the way humans, including indigenous groups, interact with the environment</li> </ul> <p>At least ONE community and the way it interacts with the selected global environment:</p> <ul style="list-style-type: none"> <li>• the way the environment influences the community</li> <li>• the way the relationship between the community and the environment is changing</li> <li>• strategies and processes that individuals, groups and governments use to influence change</li> <li>• the way the community is responding to these changes</li> </ul>

***What will students learn to do in Year 7?***

In Year 7 Geography students will have the opportunity to develop a wide range of skills such as gathering, organising and evaluating geographical information from a variety of sources, including fieldwork. Students will learn to critically assess the ideas and opinions of others and to form and express their own ideas and arguments.

***How will the students know what is expected of them in 7A, 7B, 7C, 7D, 7E?***

<b>Year 7 Geography Formal Assessment Schedule for Comprehensive classes</b>			
<b>Topic/Area of study</b>	<b>Type of Task</b>	<b>Weight</b>	<b>Timeframe</b>
Investigating the World	- Mapping Skills Test	20%	T1 or T3, Wk 4 / 6
	- World Heritage Site Project	20%	T1 or T3, Wk 10
	- Bookwork	10%	Twice term 1 or 3
Global Environments	- Fieldwork task: waste management	20%	T2 or T4, Wk 3
	- Global Environment Project	20%	Twice term 2 or 4
	- Bookwork	10%	T2 or T4, Wk 6

***How will the students know what is expected of them in 7F and 7G?***

<b>Year 7 Geography Formal Assessment Schedule for Selective classes</b>			
<b>Topic/Area of study</b>	<b>Type of Task</b>	<b>Weight</b>	<b>Timeframe</b>
Investigating the World	- Mapping Skills Test	20%	T1 or T3, Wk 4 / 6
	- World Heritage Site Project - <b>enrichment task</b>	20%	T1 or T3, Wk 10
	- Bookwork	10%	Twice term 1 or 3
Global Environments	- Fieldwork task: waste management plan for RBSC	20%	T2 or T4, Wk 3
	- Global Environment Project - <b>enrichment task</b>	20%	T2 or T4, Wk 6
	- Bookwork	10%	Twice term 2 or 4

7F and 7G students are catered for by introducing higher order course 'concepts' such as 'change' in order to advance students intellectual quality, problem solving, and questioning techniques. These students are given 'enrichment tasks' to demonstrate their deep understanding of the course material.

***Homework expectations for all Year 7 students in Geography:***

- Homework Booklets
- Long term project - world heritage site
- Long term project - global environment
- Interviewing parents/ relatives about geographical issues
- Viewing specified TV programs e.g. weather forecast
- Collecting information - photos, newspaper articles on geographical issues
- Revision of corrected skills tests
- Completing unfinished set class tasks

***Contact - Ms Kelly (rel Head Teacher Social Science)***

## Personal Development Health and Physical Education

Personal Development, Health and Physical Education (PDHPE) is a mandatory course that is studied in each of Years 7-10 with at least 300 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the School Certificate. The PDHPE staff at Rose Bay Secondary College strive to ensure that every student maximises their potential in this subject and obtains life long appreciation and understanding of healthy living and exercise.

In Year 7 at RBSC students participate in 6 periods of PDHPE per timetable cycle.

*What will students learn about in 7A, 7B, 7C, 7D, 7E?*

	THEORY (50%)	PHYSICAL EDUCATION (50%)
TERM 1	<p><b>Facing New Challenges</b></p> <ul style="list-style-type: none"> <li>• Sense of Self</li> <li>• Changes and Challenges</li> <li>• Connectedness</li> <li>• Interpersonal Communication</li> <li>• Starting a secondary school</li> <li>• Bullying &amp; Harassment</li> </ul> <p><b>Assessment - Collage 5%</b></p> <p><b>Assessment - Assignment 15%</b></p>	<p><b>Cooperative Activities &amp; Basic Skills/minor games (wk 1-4)</b></p> <ul style="list-style-type: none"> <li>• Getting to know you games</li> <li>• Throwing, catching, running, jumping, skipping, hopping</li> </ul> <p><b>Gymnastics (wk 5-10)</b></p> <ul style="list-style-type: none"> <li>• Basic Skills</li> <li>• Locomotion, Balance, Swing, Rotation</li> <li>• Develop group routine</li> </ul> <p><b>Assessment: group routine - 20%</b></p>
TERM 2	<p><b>Healthy Habits</b></p> <ul style="list-style-type: none"> <li>• Strategies to minimize harm</li> <li>• Healthy food habits</li> <li>• Drug use - focus on alcohol, tobacco &amp; cannabis</li> <li>• Protective strategies</li> </ul> <p><b>Assessment - Test 15%</b></p>	<p><b>Athletics (wk 1-5)</b></p> <ul style="list-style-type: none"> <li>• Shot put</li> <li>• Discus</li> <li>• Javelin</li> <li>• Running/relays</li> </ul> <p><b>Throwing &amp; Catching (wk 6-10)</b></p> <ul style="list-style-type: none"> <li>• Netball</li> <li>• Basketball</li> </ul> <p><b>Assessment: develop a skill drill - 5%</b></p>
TERM 3	<p><b>Am I Normal?</b></p> <ul style="list-style-type: none"> <li>• The Nature of Health</li> <li>• Factors that affect Health</li> <li>• Adolescence and change</li> <li>• Body Image</li> <li>• Eating disorders</li> <li>• Nature of mental health problems</li> <li>• Factors that support mental health</li> <li>• Changing perspectives on mental health</li> <li>• Seeking help</li> </ul> <p><b>Assessment - Speech / power point - 15%</b></p>	<p><b>Stick Sports (wk 1-10)</b></p> <ul style="list-style-type: none"> <li>• Softball / t-ball</li> <li>• Cricket</li> <li>• Hockey</li> <li>• Lacrosse</li> </ul> <p><b>Assessment: skill development and participation - 10%</b></p>

<b>TERM 4</b>	<b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>Personal safety</li> <li>Minimizing harm in other areas of safety (water)</li> <li>Road safety</li> </ul>	<b>Dance (wk 1-6)</b> <ul style="list-style-type: none"> <li>Line Dancing - "The Bus Stop", "The Nut Push" etc.</li> <li>Students create their own line dance in groups.</li> </ul> <b>Assessment:</b> group routine - 15% <b>Circus Skills (Wks 7 -10)</b> <ul style="list-style-type: none"> <li>Juggling.</li> </ul>
---------------	---	--

*How will the students know what is expected of them in 7A, 7B, 7C, 7D, 7E?*

<b>Year 7 PDHPE Formal Assessment Schedule for Comprehensive classes</b>			
Topic/Area of study	Type of Task	Weight	Timeframe
<b>Facing New Challenges</b>	<b>Theory Assessment 1</b> - Collage. Students are to create a collage of pictures of famous people and "ordinary" people. An explanation of similarities and differences is then devised and analysed.	5%	Term 1 - Week 3
	<b>Theory Assessment 2</b> - Students are to produce a newsletter that is designed to assist year 7 students when first entering RBSC.	15%	Term 1 - Week 8
	<b>Practical Assessment 1</b> - In groups students are to devise a gymnastics routine that contains rolls, balances and springs.	20%	Term 1 - Ongoing
<b>Gymnastics</b>			
<b>Healthy Habits</b>	<b>Theory Assessment 3</b> - Examination that assesses learning of nutrition, and drug use of alcohol, tobacco & cannabis.	15%	Term 2 Week 8
<b>Throwing &amp; Catching</b>	<b>Practical Assessment 2</b> - Develop a skill drill that involves catching and throwing in the sports of netball or basketball.	5%	Term 2 Weeks 6 - 10
<b>Am I Normal?</b>	<b>Theory Assessment 4</b> - Power point presentation on one of the issues that is explored in this topic e.g. eating disorders, mental health issues.	15%	Term 3 Weeks 6 - 8.
<b>Stick Sports</b>	<b>Practical Assessment 3</b> - skill development and participation in softball / t-ball, cricket, hockey, lacrosse.	10%	Term 3 - Ongoing
<b>Dance</b>	<b>Practical Assessment 4</b> - In groups students are to create their own line dance.	15%	Term 4 Weeks 1 - 6

## The Selective classes - 7F and 7G

**What will students learn about in 7F and 7G?** It is the PDHPE faculties goal that every child at this school have an outstanding experience in PDHPE and sport and that they reach their true potential. That is that there potential is realised. In PDHPE we want to see that your gift becomes a talent. How do we do this? The PDHPE staff are very well all GAT students have their gift realised into a talent. The PDHPE staff are trained in meeting the needs of GAT students and regularly review programs and assessment to ensure that they cater for our students. These programs include; pre-testing and compacting the curriculum where appropriate, providing a curriculum that is open ended and promotes higher order thinking and creativity as well as incorporating elements of the quality teaching document such as intellectual quality, significance and a quality learning environment through a student centred approach.

**A sample of some of the content that is differentiated for each topic includes -** *Facing New Challenges* create, predict/ develop Jerry Springer Show - *Healthy Habits* - Nutrition and drug use - high order questioning survey and debate. *Am I Normal?*- mental Health - Nature of body image and adolescent change as well as mental health issues - analyse current issues in Australia and the world and predict potential problems, *Keeping Myself Safe* peer tutoring on the topic of personal safety and first aid. *N.B. This is combined with the year Seven Surf Life Saving Week which gives students the opportunity to develop their water safety skills and for the GAT students in this area that get to complete the equivalent of their Bronze Medallion.* **PE** -Peer Assessment in gymnastics and dance. New game skills in sports such as the Swiss game Tuochk Ball.

**How will the students know what is expected of them in 7F and 7G?** GAT students complete the same outcomes as comprehensive students, as dictated by the PDHPE syllabus. The difference is the way that that the outcomes are taught and the way that they are assessed. Below the assessment table for year 7 is shown with the differentiated elements to the tasks highlighted in bold.

<b>Year 7 PDHPE Formal Assessment Schedule for Selective classes</b>			
Topic/Area of study	Type of Task	Weight	Timeframe
<b>Facing New Challenges</b>	<b>Theory Assessment 1</b> - Collage. Students are to create a collage of pictures of famous people and "ordinary" people. An explanation of similarities and differences is then devised and analysed. <b>Students can choose how to present this - does not have to be a collage.</b>	5%	Term 1 - Week 3
	<b>Theory Assessment 2</b> - Students are to produce a newsletter that is designed to assist year 7 students when first entering RBSC. <b>Students can choose how to present this - does not have to be a newsletter. Students could create a webpage, an information night etc.</b>	15%	Term 1 - Week 8
<b>Gymnastics</b>	<b>Practical Assessment 1</b> - In groups students are to devise a gymnastics routine that contains rolls, balances and springs. <b>Peer assessment and teacher assessment is used.</b>	20%	Term 1 - Ongoing
<b>Healthy Habits</b>	<b>Theory Assessment 3</b> - Examination that assesses learning of nutrition, and drug use of alcohol, tobacco & cannabis. <b>Different examination to comprehensive.</b>	15%	Term 2 Week 8
<b>Throwing &amp; Catching</b>	<b>Practical Assessment 2</b> - Develop a skill drill that involves catching and throwing in the sports of netball or basketball.	5%	Term 2 Weeks 6 - 10
<b>Am I Normal?</b>	<b>Theory Assessment 4</b> - Power point presentation on one of the issues that is explored in this topic e.g. eating disorders, mental health issues.	15%	Term 3 Weeks 6 - 8.
<b>Stick Sports</b>	<b>Practical Assessment 3</b> - skill development and participation in softball / t-ball, cricket, hockey, lacrosse.	10%	Term 3 - Ongoing
<b>Dance</b>	<b>Practical Assessment 4</b> - In groups students are to create their own line dance. <b>Peer assessment and teacher assessment is used.</b>	15%	Term 4 Weeks 1 - 6

### ***Homework expectations for all Year 7 students in PDHPE:***

Students will be given homework in PDHPE on a regular basis. The homework is determined by individual teachers and is designed to meet the needs of their students. Homework may take the form of completing work that was not finished during class time or an extension of work that has been conducted in class.

- Students must bring their RBSC homework diary to all PDHPE lessons.
- Students are expected to complete all set homework.
- Failure to do so will result in a recess or lunchtime detention, where students will then be expected to complete the work.
- Repeat offenders will be recorded on the RISC database and parents will be advised.

### ***Other relevant PDHPE information:***

This information sheet is given to every student studying PDHPE in Years Seven through to Ten. The sheet is stuck in front of the students work book and their teacher explains all the information on the sheet to them during their first lesson of the year. At this time the scope and sequence sheet (what they are studying and their assessments for the year as per copied into this document) are also explained during this lesson. This sheet is also stuck into the student's work book.

## **PDHPE GENERAL INFORMATION FOR STUDENTS AT RBSC**

### **1. Uniform**

The uniform for both boys and girls is; the school red polo sport shirt, the school sport shorts, hat, change of socks (optional), joggers.

- Each of the above items is worth 1 point. Students must aim to achieve 4 points per lesson. Less than 2 points indicates an unsatisfactory effort and will culminate in the student receiving an official warning. Each student receives only one warning. If they fail to wear the correct uniform again for that term they will receive a letter of concern home to their parent/caregiver.
- Students who have ten consecutive lessons in a row with a score of four will receive a merit award.
- Wearing of the PE uniform is considered to be a very serious hygiene issue as well as an Occupational Health and Safety Issue.
- Students will wear the above uniform to all practical lessons.
- If a student is not able to participate due to illness a note must be supplied, written and signed by the parent/ caregiver.
- Where the uniform is unavailable to be worn, a note of explanation is required, written and signed by the parent/ caregiver. Alternative clothing must be worn.
- Failure to bring a note or an alternative change of clothes will result in a recess or lunchtime detention.
- Where the teacher judges that the illness and/or incorrect uniform will prevent the student from participating in the lesson, theory work or another alternative task will be assigned.
- Repeat offences will be recorded on the RISC database and parents will be advised.

### **2. Theory Lessons**

- Students are required to bring their theory book and pen to every lesson.
- Failure to do so will result in a recess or lunchtime detention. Students will be required to copy work into their books at home.
- Repeat offenders will be recorded on the RISC database and parents will be notified.
- Students will be required to catch up on work missed due to illness. **It is the student's responsibility to ensure that any work missed is completed prior to the next lesson.**

### 3. Homework

- Students must bring their RBSC homework diary to all PDHPE lessons.
- Students are expected to complete all set homework.
- Failure to do so will result in a recess or lunchtime detention, where students will then be expected to complete the work.
- Repeat offenders will be recorded on the RISC database and parents will be advised.

### 4. Assignments

- Assignments must be handed in on the due date given by the classroom teacher.
- Late submission of assignments will incur a penalty deduction of 10% per day (50% over a holiday period).
- All assignments must be submitted to satisfactorily meet the subject requirements.
- At times students will be required to give a presentation to the class. If students are not prepared on the due date, they will be expected to deliver their presentation during the next theory lesson and will incur a penalty deduction of 50%.
- Where assignments are submitted late or are of an unsatisfactory nature, parents will be advised.

### 5. Student Conduct

*Practical:*

- Three whistles means:                    **STOP**                    **SIT**                    **LISTEN**
- Failure to do so will result in a strike.
- Three strikes and the practical lesson is over. Alternative theory work will commence.

*Contact - Mr Godby (Head Teacher PDHPE)*

## Visual Arts

Visual Arts is a mandatory course that is studied in each of Years 7 and 8 with at least 100 hours to be completed by the end of Year 8. This is a requirement for eligibility for the award of the School Certificate and must be completed before taking any electives in Visual Arts.

In Year 7 at RBSC students participate in 3 periods of Visual Arts per timetable cycle.

The Comprehensive classes - 7A, 7B, 7C, 7D, 7E

### *What will students learn about and learn to do in 7A, 7B, 7C, 7D, 7E?*

In Year 7 Visual Arts students will have the opportunity to develop core skills in Drawing, Painting, Ceramics, Printmaking and Photography. They will learn about the pleasure and enjoyment of making artworks. They will learn about the function of the artist to make artworks - images or objects.

<b>Year 7 Comprehensive Course Content</b>			
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Identity</b>  Students will: - engage in the field of visual arts and design - experiment with a variety of drawing media -experiment with a variety of drawing techniques - record actions and choices in their visual arts process diary - be introduced to artists and the methods they use through practice to communicate ideas	<b>Identity and Place</b>  Students will: - learn the basic properties of colour theory - experiment with painting techniques - develop the use of the visual diary as a record of investigations and procedures. -examine how artists use colour to communicate ideas	<b>House and Home</b>  Students will: -learn about the qualities of clay and the skills to produce a ceramic piece. - develop aesthetic sensibilities in producing still life compositions using printmaking techniques - investigate the work of recognized artists who express their personal world through still life compositions	<b>Personal Possessions</b>  Students will: - learn the skill of producing a photogram in the darkroom - develop their understanding of visual arts conventions through digital photography - identify the intention, audience and context for an exhibition and display of artworks.

### *How will the students know what is expected of them in 7A, 7B, 7C, 7D, 7E?*

<b>Year 7 Visual Arts Formal Assessment Schedule for Comprehensive classes</b>			
<b>Topic/Area of study</b>	<b>Type of Task</b>	<b>Weight</b>	<b>Timeframe</b>
Identity	Drawing experiments in the Visual Arts Process Diary (VAPD) using various media	5%	Terms 1 Week 5
	Portrait drawing	10%	Term 1 week 10
Identity and Place	Painting experiments in VAPD	5%	Term 2 Week 3
	Open book class test	10%	Term 2 week 5
	Canvas painting	20%	Term 2 week 8
House and Home	Ceramic work	10%	Term 3 Week 5

	Printmaking folio	10%	Term 3 week 9
	Documentation in VAPD	5%	
Personal Possessions	Assignment worksheet	10%	Term 4 Week 4
	Photographic prints	10%	Term 4 week 6
	Evaluation and documentation of ceramics, printmaking and photography in VAPD	5%	Term 4 week 6

***What will students learn about and learn to do in 7F 7G and 7H?***

In Year 7 Visual Arts students will have the opportunity to develop core skills in Drawing, Painting, Ceramics, Printmaking and Photography. They will learn about the pleasure and enjoyment of creating artworks and how to visually communicate their ideas to an audience. They will learn about the function of the artist to make artworks and how artists develop their intentions and communicate ideas.

<b>Year 7 Selective Course Content</b>			
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Identity</b> Students will: - investigate the field of visual arts and design - experiment with a variety of drawing media - experiment with a variety of drawing techniques - reflect on and interpret actions and choices and document these in their visual arts process diary - be introduced to artists and the methods they use through practice to communicate ideas.	<b>Identity and Place</b> Students will: - learn the basic properties of colour theory - experiment with painting techniques and record information and investigations in their diary - adapt and develop strategies and procedures to investigate the world to make artworks - examine how artists use colour to communicate ideas and reflect on audience interpretations of these artworks.	<b>House and Home</b> Students will: - learn about the qualities of clay and the skills to produce a ceramic piece. - develop aesthetic sensibilities in producing still life compositions using printmaking techniques - investigate the work of recognized artists who express their personal world through still life compositions - apply their understanding of art conventions to critically analyze artworks	<b>Personal Possessions</b> Students will: - learn the skill of producing a photogram in the darkroom - develop their understanding of visual arts conventions through digital photography - identify and analyze the intention, audience and context for an exhibition and display of artworks.

***How will the students know what is expected of them in 7F, 7G and 7H?***

<b>Year 7 Visual Arts Formal Assessment Schedule for Selective classes</b>			
<b>Topic/Area of study</b>	<b>Type of Task</b>	<b>Weight</b>	<b>Timeframe</b>
Identity	Drawing experiments in the Visual Arts Process Diary (VAPD) using various media	5%	Terms 1 Week 5
	Portrait drawing	10%	Term 1 week 10
Identity and Place	Painting experiments in VAPD	5%	Term 2 Week 3
	Open book class test	10%	Term 2 week 5

	Canvas painting	20%	Term 2 week 8
House and Home	Ceramic work	10%	Term 3 Week 5
	Printmaking folio	10%	Term 3 week 9
	Documentation in VAPD	5%	
Personal Possessions	Assignment worksheet	10%	Term 4 Week 4
	Photographic prints	10%	Term 4 week 6
	Evaluation and documentation of ceramics, printmaking and photography in VAPD	5%	Term 4 week 6

**Homework expectations** for all Year 7 students in Visual Arts: Students are expected to visit and discuss local art exhibitions and be aware of the major art exhibitions in Sydney taking place throughout the year. At times, short homework activities will be set to consolidate theory learnt in class.

**Other relevant Visual Arts information:** There are numerous opportunities in extra curricula for students to create artworks. Throughout the year, information is given with regard to various workshops and annual competitions and exhibitions including the Waverley Youth Art Award, Woollahra Council Photographic Competition, V-Fest video competition, Sculpture by the Schools.

**Contact - Mrs Masterson (Head Teacher CAPA - Creative and Performing Arts)**

## Music

Music is a mandatory course that is studied in each of Years 7 and 8 with at least 100 hours to be completed by the end of Year 8. This is a requirement for eligibility for the award of the School Certificate.

In Year 7 at RBSC students participate in 3 periods of Music per timetable cycle.

The Comprehensive classes - 7A, 7B, 7C, 7D, 7E

*What will students learn about in 7A, 7B, 7C, 7D, 7E?*

<b>Year 7 Comprehensive Course Content</b>			
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Foundations of Music</b> Students will: - learn basic notation in rhythm and pitch. - develop singing techniques, guitar playing and keyboard playing. - study a broad range of musical styles	<b>Foundations of Music</b> Students will: - further develop theory skills to notate and create their own music - develop aural skills through listening to a variety of musical styles - perform class pieces on guitar or keyboard and develop singing techniques.	<b>Instruments of Rock and the Orchestra</b> Students will: - discriminate between the six musical concepts of duration, pitch, tone colour, texture, structure and dynamics through listening activities. - develop performance skills by playing and singing class pieces - develop composition skills	<b>Instruments of Rock and the Orchestra</b> Students will: - perform class pieces and own choice pieces - create own short compositions and further develop theory skills. - develop listening skills through aural activities based on music from a variety of styles.

In Year 7 Music students will have the opportunity to develop core skills in Performance, Listening and Composition.

*How will the students know what is expected of them in 7A, 7B, 7C, 7D, 7E?*

<b>Year 7 Music Formal Assessment Schedule for Comprehensive classes</b>			
<b>Topic/Area of study</b>	<b>Type of Task</b>	<b>Weight</b>	<b>Timeframe</b>
Foundations of Music	Performance tasks - guitar/voice/keyboard	20%	Terms 1 & 2: Weeks 5 and 10
Foundations of Music	Half Yearly Written Test (Theory & Listening)	30%	Term 2: Week 5
Instruments of Rock and The Orchestra	Performance tasks - guitar/voice/keyboard	20%	Terms 3 & 4: Weeks 5 and 10
Instruments of Rock and The Orchestra	Yearly Written Test (Theory and Listening)	30%	Term 4: Week 6

*What will students learn about in 7F and 7G?*

<b>Year 7 Selective Course Content</b>			
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Foundations of Music</b> Students will: - review basic notation in rhythm and pitch and notate melodies and rhythms aurally. - study a broad range of musical styles reading scores and analysing the use of the musical concepts. - perform own choice pieces in groups or as individuals on their chosen instrument/voice. - create own melodies and rhythms.	<b>Foundations of Music</b> Students will: - further develop theory skills to produce own compositions - develop aural skills through listening activities and score reading, discriminating between the six musical concepts of duration, pitch, tone colour, texture, structure and dynamics -perform class pieces and own choice pieces on chosen instruments/voice.	<b>Instruments of Rock and the Orchestra</b> Students will: - further develop ensemble and solo performance skills - develop composition skills and become familiar with using Sibelius as an ICT tool. - further develop aural skills and score reading skills through analysing the musical concepts with reference to a variety of musical styles.	<b>Instruments of Rock and the Orchestra</b> Students will: - further develop ensemble and solo performance skills - use Sibelius to compose own works - develop listening skills through aural activities and score reading activities based on music from a variety of styles.

In Year 7 Music students will have the opportunity to develop core skills in communicating, interacting, problem-solving, decision-making, planning and moving.

*How will the students know what is expected of them in 7F and 7G?*

<b>Year 7 Music Formal Assessment Schedule</b>			
<b>Topic/Area of study</b>	<b>Type of Task</b>	<b>Weight</b>	<b>Timeframe</b>
Foundations of Music	Performance tasks - class pieces and own choice	20%	Terms 1 & 2: Weeks 5 and 10
Foundations of Music	Half Yearly Written Test (Theory and Listening)	30%	Term 2: Week 5
Instruments of Rock and The Orchestra	Performance tasks - ensemble and/or solo works	20%	Terms 3 & 4: Weeks 5 and 10
Instruments of Rock and The Orchestra	Yearly Written Test (Theory and Listening)	20%	Term 4: Week 6
Instruments of Rock and The Orchestra	Composition using Sibelius.	10%	Term 4: week 5

**Homework expectations** for all Year 7 students in Music: Students are expected to practice for their performance tasks and study prior to written exams. At times, short homework activities will be set to consolidate theory learnt in class.

**Other relevant Music information:** There are numerous opportunities in extra curricula for students to perform in ensembles. There are also opportunities to have private music tuition.

**Contact** - Mrs Masterson (Head Teacher CAPA - Creative and Performing Arts)

## Technological and Applied Studies

**Technology** is a mandatory course of 200 hours which is studied over two years in years 7 and 8. The course involves designing, producing and evaluating quality design units of work over a 10 week period. This course is allocated 6 periods per timetable cycle and each class will rotate through possible areas of study in Wood, Metal, Electronics, Graphics, Food, Textiles and Computing throughout the year. Core classes are integrated to form our Technology classes.

Combination of Technology classes - 7A, 7B, 7C, 7J 7D, 7E, 7K, 7E, 7F, 7H  
Students will learn about different technologies, materials, tools and techniques relevant to the personal, commercial and global areas of human activities.

### Year 7 Course Content

Students will be given **Design Projects** involving the design, production and evaluation of quality solutions that are functional and meet design criteria.

At least *one* **Design Project** will be studied from one **Areas of Study**.

**From these Areas of Study**, students will base their units of work on a variety of Design Specialisations.

1. **Built Environment**
  - **Design Specialisation** - Architectural, Environmental, Interior, Landscape & Structural Designs
2. **Products**
  - **Design Specialisation** - Accessories, Fashion, Food, Industrial & Jewellery
3. **Information & Communication**
  - **Design Specialisation** - Communication Systems, Information Systems, Promotional, Software & Digital Media Design

Students will gain an understanding and appreciation of and skills in design processes, design theory and the work of designers. They will gain skills in ICT, the responsible selection and safe use of materials, tools and techniques. These skills will be enhanced through practical experience in designing and producing of practical projects.

### Year 7 TAS Assessment Schedule

- Each unit of work is usually studied over a 10 week period.
- Each student will complete 4 units of work over a 12 month period.
- There are **NO** formal exams for this course.
- Students produce a folio of design work for each unit of work and a final project.
- Assessment mark is based on Folio work, Final project, Research assignments and/or class tasks.

### The Selective Students

Selective students are normally integrated with the comprehensive stream students.

Selective students are required to produce extended responses when presenting folio work, research assignments and/or class tasks.

**Contact - Mr Braid (Head Teacher - TAS)**

## Languages Other Than English

Year 7 students at Rose Bay Secondary College undertake 50 hours of study (3 lessons per fortnight) in one of 4 languages; Italian, French, Hebrew and Russian. This is a taster course and students are not compelled to choose the same language for their 100 hours of study in year 8. However, it is recommended that students choose a language for year 8 in which they have some background knowledge.

### French

French is a Language option that may be studied in Years 7 and 8 with at least 100 hours of a Language course to be completed by the end of Year 8.

In Year 7 at RBSC students may undertake 3 periods of French per timetable cycle in semesters 1 and 2.

#### *What will students learn about in French?*

Year 7 Course Content	
Semester 1	Semester 2
Introduction to French	Les animaux et la famille

#### *What will students learn to do in French?*

In year 7 French students will be able to speak French in a simple way and read, write and listen to simple French expressions.

#### *How will the students know what is expected of them in French?*

Year 7 French Formal Assessment Schedule for Comprehensive classes			
Topic/Area of study	Type of Tasks	Weight	Timeframe
Term 2 Introduction to French	Reading/writing Listening	50%	Term 2, Week 4
Term 4 Les animaux et la famille	Reading/writing	50%	Term 4, Week 4

#### *Homework expectations for all Year 7 students in French:*

*Language students are expected to complete homework on a regular basis as an integral part of their studies.*

#### *Other relevant French information:*

*Students are expected to complete all work assigned to them during class and as assigned homework tasks, as both class and homework serve as an integrated approach to the understanding of a linguistic system.*

#### *How are gifted students accommodated in French classes?*

*Gifted students in French are allocated work designed to cater for their needs.*

**Contact - Ms Collins (Head Teacher History/Languages)**

## Hebrew - Year 7

Hebrew is a language option that may be studied in Years 7 and 8 with at least 100 hours of a Language course to be completed by the end of Year 8.

In Year 7 at RBSC students may participate in 3 periods of Hebrew per timetable cycle for a whole year (semester 1 & semester 2).

### *What will students learn about in Hebrew?*

<b>Year 7 Course Content</b>			
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
Introduction to Hebrew	My Home / My School	Desert areas	Locations: Museum & Library

### *What will students learn to do in Hebrew?*

Students will be able to read Hebrew and write using the cursive handwriting. They will be able to speak about themselves and their immediate environment in simple sentences, as well as listen to and understand simple passages and conversations.

### *How will the students know what is expected of them in Hebrew?*

<b>Year 7 Hebrew Formal Assessment Schedule</b>			
<b>Topic/Area of study</b>	<b>Type of Task</b>	<b>Weight</b>	<b>Timeframe</b>
Introduction to Hebrew	Assessment of class work and book work	10%	Ongoing- Term 1
My Home / My School	Reading and writing task Listening and responding Speaking	20% 10% 10%	Term 2, week 5
Desert areas	Assessment of class work and book work	10%	Ongoing- Term 3
Locations: Museum & Library	Reading and writing Listening and responding Speaking	20% 10% 10%	Term 4, wk 5

### *Homework expectations for all Year 7 students in Hebrew:*

*Language students are expected to complete homework on a regular basis as an integral part of their studies.*

### *How are gifted students accommodated in Hebrew classes?*

*Gifted students in Hebrew are allocated work designed to cater for their needs.*

**Contact - Ms Collins (Head Teacher History/Languages)**

## Italian

Italian is a language option that may be studied in Years 7 and 8 with at least 100 hours of a Language course to be completed by the end of Year 8.

In Year 7 at RBSC students of Italian participate in 3 periods of Standard Italian per timetable cycle in Terms 1, 2, 3, & 4.

*What will students learn about in Italian?*

### Year 7 Course Content

Term 1	Term 2	Term 3	Term 4
About Italy - the general -geography (seas mountains, volcanoes) -language of Italy's [place in a united Europe -numbers -personal identity		About Italy - the more specific Roma, Pisa, Venezia and Genova. The Italian regions and regionalism in Italy.	

*What will students learn to do in Italian?*

In year 7, Italian students will be able to speak Italian in a simple way and read, write and listen to simple Italian expressions.

*How will the students know what is expected of them in Italian?*

<b>Year 7 Italian Formal Assessment Schedule for Comprehensive classes</b>			
Topic/Area of study	Type of Task	Weight	Timeframe
Term 1 & 2 Ecco l'Italia a 1 minute presentation	Speaking Reading/writing Listening	25 50% 25%	Weeks 4-7 of term 2
Term 3 & 4 Me, Myself and I a 2 minute presentation	Speaking Reading/writing Listening	25 50% 25%	Weeks 4-7 of term 4

*Homework expectations for all Year 7 students in Italian:*

*Language students are expected to complete homework on a regular basis as an integral part of their studies.*

*Contact - Ms Collins (Head Teacher History/Languages)*

## Russian

Russian is a Language option that may be studied in Years 7 and 8 with at least 100 hours of a Language course to be completed by the end of Year 8.

In Year 7 at RBSC students may undertake 3 periods of Russian per timetable cycle in semesters 1 and 2.

### *What will students learn about in Russian?*

Year 7 Course Content	
Semester 1	Semester 2
About myself and my family	My house/flat
My Town	My spare time

### *What will students learn to do in Russian?*

In year 7 Russian students will be able to speak Russian in a simple way and read, write and listen to simple Russian expressions.

### *How will the students know what is expected of them in Russian?*

Year 7 Russian Formal Assessment Schedule for Comprehensive classes			
Topic/Area of study	Type of Task	Weight	Timeframe
About myself and my family	Speaking- informal conversation	25	Term 1 Week 5
My town	Writing	25	Term 2, Week 5
My house/flat	Listening	25	Term 3, Week 5
My spare time	Reading	25	Term 4, Week 6

### *Homework expectations for all Year 7 students in Russian:*

*Language students are expected to complete homework on a regular basis as an integral part of their studies.*

### *How are gifted students accommodated in Russian classes?*

*Gifted students in Russian receive a personal unit of work especially designed to cater for their needs.*

**Contact - Ms Collins (Head Teacher History/Languages)**