

Chatham High School

Excellence • Innovation • Opportunity • Success



Year 7  
Student Information  
and  
Assessment  
Handbook  
2017

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## TERM DATES

TERM	FIRST DAY OF TERM	LAST DAY OF TERM
<b>Term 1 for students</b>	Monday, 30 January 2017	Friday, 7 April 2017
<b>Term 2 for students</b>	Wednesday, 26 April 2017	Friday, 30 June 2017
<b>Term 3 for students</b>	Tuesday, 18 July 2017	Friday, 22 September 2017
<b>Term 4 for students</b>	Monday, 9 October 2017	Friday, 15 December 2017

## PARENTS & CITIZENS ASSOCIATION AND ABORIGINAL EDUCATION CONSULTATIVE GROUP

The Chatham High School Parents and Citizens Association meets on the third Monday of each month in the school Library at 7.00 pm. This permits parents to become actively involved in their child's education. All parents / carers are invited to join the P & C Association and to attend its meetings. The AECG meets twice a term at schools in the Taree area on rotation. If you would like details on the next AECG meeting please contact the school.

### ***How can you help your child in High School...***

1. Be involved whenever possible.
2. Attend Parent / Teacher interviews.
3. Check your child's books from time to time and help us insist upon neat and accurate work. Teachers experience concern with pupils and their books. Students leave them at home and hence miss work – they do not correct errors etc. Your help in this matter will mean a better education for your child.
4. Please see that your child's attendance is regular. Irregular attendance, poor behaviour and bad grades are often closely linked.
5. Join the P&C Association and/or the AECG and assist at least once a month on the Canteen Roster. Canteen volunteers may help in a variety of capacities. It is a great way for parents to be involved at our school.
6. Attend student / parent Year Transition information evenings Year 8 into Year 9, and Year 10 into Year 11. These annual information meetings are designed to help parents and families learn more about teaching and learning at Chatham High School. These meetings are advertised in the monthly newsletters.
7. Help by maintaining a good standard of uniform.
8. Parents / Caregivers should contact the school if they have any queries or concerns about their child's progress.
9. Support the school by encouraging your child to follow the Code of Conduct.

## COMMUNICATIONS

Communication with parents is an important aspect of our school. Students play a key role in this process. *You are the essential link in the chain.*

1. If you would like to keep up-to-date with events at Chatham High School, please check our facebook page <http://www.facebook.com/chathamhightareeofficial>. This is the ONLY official page created by Chatham High School, Taree. School policy and other information can be found on our website <http://www.chatham-h.schools.nsw.edu.au>
2. **Student notices** are produced daily and read during roll call. The notices contain information about important meetings, excursions, competitions, debating, rehearsals, sporting information etc.
3. **Articles are printed in the Manning River Times** with information from all schools in the district. This information will assist ``in keeping parents and students informed of what is happening regularly.
4. **Interviews** - Parents are encouraged to make interview appointments with staff whenever they see a need or have a concern. The best people to contact are The Principal, Deputy Principals or your child's Year Adviser. They can arrange contact with teachers as necessary.
5. **Parent / Teacher afternoons**, commencing at 3.45pm, are conducted twice yearly during Term 1 and Term 3. These are designed for parents / carers to discuss, at greater length, student's progress. It is recommended that wherever possible your son / daughter participate in the interview. Students should book appointments with their teachers. Booking sheets are distributed to students, who arrange appointments with their teachers. Please take the opportunity to speak to all your child's teachers.
6. **Visiting the School** - Parents are encouraged to visit the school as the need arises. However, it is departmental policy that parents sign in and out at the Front Office. Please ensure you have called ahead to make an appointment with the staff member.



**PLEASE DO NOT CALL STUDENTS ON THEIR PHONE. Due to their disruptive influence in the classroom the use of mobile phones is BANNED unless part of a legitimate activity and under the instruction of the classroom teacher. If you wish to have a message passed on to a student, please contact the office who will pass the message on.**

Staff are instructed to confiscate any phones that ring in class or students are using either in the classroom or in the playground. The phones are kept securely in the Deputy Principal's office until the end of the day when they may be collected by the student.

**Other Electronic Items** - Due to the potential for disruption to teaching and learning and because they are a target for theft the following items, ipods, MP3 players, discmans / walkmans are **not recommended to be brought to school**. Teachers have authority to request students not use these items in class and confiscate if a student refuses to follow their instructions. If confiscated, the item will be sent to the Deputies for safe keeping.

### EQUIPMENT TO BRING TO SCHOOL

All students require pens, glue stick, ruler, highlighters, compass, dictionary, lead pencils, geometry instruments, eraser and a scientific calculator, available from the school cashier for \$25.00. Exercise books for each subject are available in a book pack also available from the school cashier for \$25.00.

Additional requirements may be given by your teachers for each subject and will be mentioned elsewhere in this handbook.

## SCHOOL CONTRIBUTIONS

With the agreement of this school's community it is intended to seek, from parents and guardians, a Voluntary General School Contribution. Our school values your contribution as this will significantly improve the resources made available to students for all areas of their education.

Funds raised will be used for the following: library books, printing and photocopying costs, student and parent notices, recording media, sporting equipment, student booklets, and other items that support student education.

The funds from the General School Contribution will need to be supplemented by other school activities and funds raised by parent organisations for the benefit of students.

Should you wish, please contact the school to discuss any difficulties including exemptions, support and options for payment by instalments.

### General School Contribution 2017

Junior School (Years 7 to 10)                      \$ 60.00

Senior School (Years 11 to 12)                      \$ 65.00

A discount of \$5.00 per student will apply where more than one student is attending.

Students will be required to bring money to school to pay for such things as bus trips, excursions, entry fees to swimming pool, tennis and ten-pin court hire, competition fees, sporting venue fees, entrance fees for visiting performers, drama, music groups etc.

### Subject Contributions in Years 8 to 12

Subject contributions provide essential materials for your child's learning. Your teachers or the Cashier will provide this information.

## EXTRA CURRICULA ACTIVITIES

Students are encouraged to participate in School Musicals, Art Exhibitions, Concerts, Drama Teams, School Bands, the Vocal Group, Debating Teams, Sporting Teams and the AMCF (Australian Children's Foundation) Workshops.

### EXPECTATIONS FOR ATTENDING SCHOOL BASED ACTIVITIES

Chatham High School continues to set high expectations for all its students and staff. All students have an equal opportunity to excel in their given disciplines. To represent the school or attend an excursion the student must firstly be a good representative for the school. A student may be prohibited from attending a school organised activity while:-

- on suspension
- on a whole school monitoring red card
- on an attendance monitoring card
- the student has one or more outstanding BOS Course Warning Letters where the due date for completion of the task is on or before the date of the excursion. (A student can redeem this by completing the task to the teacher's satisfaction and then be available for representation/excursion).
- there are outstanding mandatory elective fees

## STUDENT ASSISTANCE SCHEME

**Parents who suffer financial hardship** meeting costs such as school subject fees, uniforms and major school excursions, may receive assistance from the State government provided via the Student Assistance Scheme. It is means tested and funds are limited. These funds are available to families with students under 16 years of age. Once 16, a student can apply for Youth Allowance through Centrelink to assist in covering educational costs. Please contact the school if you would like further information.

## STUDENT REPRESENTATIVE COUNCIL (SRC)

This is a group of students within the school who have been elected by their peers. They are expected to be people who care about the school and its surrounds and work together as a team.

The function of the student Representative Council (SRC) is to help the school in decision making and fundraising. They are involved in most school activities including the organisation of school socials. The SRC is an exciting activity in the school where students are able to promote new ideas and achieve fulfilling results

The representatives are nominated by their peers. The nominees address a year assembly and are then voted for by their year group. At least one boy and one girl are to be elected for each Year, except for Year 7 who are expected to elect 2 boys and 2 girls.

<b>Year 7</b>	Four representatives are elected in second term.
<b>Years 8, 9 and 10</b>	Four representatives from each year
<b>Year 11</b>	Six representatives
<b>Year 12</b>	Eight senior leaders are elected including the two school captains and two vice captains.

Any student or teacher may observe at Council Meetings provided they approach the Chairperson before the start of the meeting.

### ***What does the SRC do for you?***

The SRC

- Encourages school spirit and pride
- Identifies and voices student opinions and ideas
- Assists and represents students at school functions and in the community
- Assists the organisation and running of student activities and socials
- Works to improve student facilities
- Supports charities
- Most importantly, it is a student voice. Support SRC so that they can support all students!

## HOMEWORK

Homework is a useful method of reviewing work done in class, as a means of extending work previously done and as preparation for work to be attempted at a future date. Essays and projects are set well in advance so that there is no overload on students at any particular time. In the case of assignments, many students leave the work to be done until the last minute, and are then swamped with work, and little time. With planning and organisation, no homework assignment need cause this problem. The use of a school homework diary will make it possible for students to keep track of due dates for all homework and assignments. Students should check with their teachers if they are unsure of what to do.

## ABORIGINAL HOMEWORK CENTRE

Operates Monday and Thursday 3.30 to 5.00 pm in the Library. The students are supervised by teaching staff, trained tutors and volunteers and are provided with an afternoon tea. The students are supported to complete homework and assessment tasks. There is a bus to transport students home in the Chatham area.

Enquiries to Uncle Matt Mitchell (AEO) or Ms Jenny Fotheringham, Head Teacher Aboriginal Education.

## THE MERIT AWARD SYSTEM

Level	Criteria	Recognition
<b>Bronze Award</b>	You have accumulated 5 Merit certificates from any category	<ul style="list-style-type: none"><li>You will be given a Certificate</li><li>You will receive special recognition at Formal Assembly</li><li>Your parents will be informed</li></ul>
<b>Silver Award</b>	You have accumulated 10 Merit certificates in 2 different categories	<ul style="list-style-type: none"><li>You will be awarded a Certificate</li><li>You will be presented with an award</li><li>You will receive special recognition at Formal Assembly</li><li>Your parents will be informed</li><li>You may be nominated for 'Student of the Term'</li><li>You will be given a prize</li></ul>
<b>Gold Award</b>	You have accumulated 15 Merit certificates in 3 different categories and endorsement by committee	<ul style="list-style-type: none"><li>You will be given a Certificate</li><li>You will be presented with an award</li><li>You will receive special recognition at Formal Assembly</li><li>You will be nominated for 'Student of the Term'</li><li>You will be given a prize</li></ul>
<b>Principal's Award</b>	You have accumulated 20 Merit certificates in 4 different categories and endorsement by committee	<ul style="list-style-type: none"><li>You will be given a Certificate</li><li>You will be presented with an award</li><li>You will receive special recognition at Formal Assembly</li><li>You will be nominated for 'Student of the Term'</li><li>You will be offered a special excursion</li><li>You will be presented with a folder and prize</li></ul>

**All award recipients will be presented at assembly unless on suspension.**

## BELL TIMES














Please note the early finish time on Friday. All students are entitled to wait on school grounds for bus and private transport under minimal supervision, however if students choose to leave the school grounds prior to 3:20, they are **NOT** return to school. Please encourage your student to make their way to home if they choose to leave early.

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>ROLL CALL</b>	9.00 – 9.10	9.00 – 9.10	9.00 – 9.10	9.00 – 9.10	9.00 – 9.10
<b>1</b>	9.10 – 10.02	9.10 – 10.02	9.10 – 10.02	9.10 – 10.02	9.10 – 9.55
<b>2</b>	10.02 – 10.54	10.02 – 10.54	10.02 – 10.54	10.02 – 10.54	9.55– 10.40
<b>RECESS</b>	10.54 – 11.14	10.54 – 11.14	10.54 – 11.14	10.54 – 11.14	10.40 – 11.00
<b>3</b>	11.14 – 12.06	11.14 – 12.06	11.14 – 12.06	11.14 – 12.06	11.00 – 11.45
<b>4</b>	12.06 – 12.58	12.06 – 12.58	12.06 – 12.58	12.06 – 12.58	11.45 – 12:30
<b>LUNCH</b>	12.58 – 1.38	12.58 – 1.38	12.58 – 1.38 Shared Curriculum	12.58 – 1.38	12.30 – 1.10
<b>5</b>	1.38 – 2.30	1.38 – 2.30 Years 7, 8, 9, & 10 Sport	1.38– 2.30 Shared Curriculum	1.38 – 2.30	1.10 – 1:55
<b>6</b>	2.30 – 3.22	2.30 – 3.22 Years 7, 8, 9, & 10 Sport	2.30 – 3.22 Shared Curriculum	2.30 – 3.22	1:55 – 2:40



# LEARNING SUCCESS AT CHATHAM HIGH SCHOOL – STUDENT LEARNING EXPECTATIONS

## *Learning, Respect, Responsibility, Safety*

-  Come ready and willing to learn.
-  Be on time and line up outside classroom
-  Be in full school uniform
-  Have all equipment in class, including books, pens and other equipment
-  Leave mobile phones and other electronic devices off and away unless specified by teacher
-  Allow others to learn by talking only when it's your turn, listening quietly and asking for help by putting your hand up and waiting patiently
-  Attempt all work to the best of your ability
-  Complete all assessment tasks by due date – negotiate exceptions with teacher prior to due date
-  Once seated, remain in your seat until the end of the lesson
-  2cm margin when you are writing and underline headings.
-  Pack up only when told to by teacher
-  Leave bags off desks and where your teacher specifies
-  Use break times only for eating, drinking, going to the toilet and socialising

# Subject and Assessment Information

## Welcome to English

I am writing on behalf of the English staff about a number of important matters.

*English is a very important subject as it prepares you for effective communication in life.* It is also valuable to know about and understand how others are attempting to communicate with you using language through texts such as, film, TV, print media, literature and everyday spoken/written communications.

Firstly, please ensure you *have the correct books and equipment needed for work every day.* The key to being successful is *being prepared.* Please ensure your child has a separate workbook for English.

Secondly, please refer to the scope and sequence and assessment calendar to stay on top of the program for the year. Further details about each of the Assessment Tasks will be distributed at least two weeks prior to the task's due date. Note that teachers will confirm specific assessment task due dates with their individual classes and there may be some adjustments. All Assessment Tasks will be printed on coloured paper.

Next, to help you improve your skills it is *vital that you spend regular time, every day, reading.* It is expected that a minimum of *20 minutes a day,* every day will be spent on your own choice of reading materials. This is the most basic form of *homework* required. From time to time you may be asked to show evidence that this is happening. We ask parents and carers to support this vital homework activity.

Finally, to support the *development of basic writing skills* students will also be asked to write regularly in an iWrite book. It is a way for students to show that they can write on a range of topics for different purposes.

All these components plus other pieces of set class work and/or homework and exams will contribute towards your semester assessment results.

In Year 10, students will undertake a Major Work in English and this is a wonderful opportunity to pursue an area of interest. The English Major Work is also presented in the Authentic Assessment interviews and students take great pride in the composition of this significant project.

*If you have any questions at any time about English please contact your class teacher and/or me.*

Wishing you all the best for a successful year at Chatham High School.

Yours sincerely,  
Kay Frankcombe  
Head Teacher English

Head Teacher	Mrs Kay Frankcombe	<a href="mailto:kayleen.frankcombe@det.nsw.edu.au">kayleen.frankcombe@det.nsw.edu.au</a>
Drama/English Teacher	Mrs Ros Lander	<a href="mailto:Rosalyn.lander@det.nsw.edu.au">Rosalyn.lander@det.nsw.edu.au</a>
English Teachers	Ms Helen Bird	<a href="mailto:helen.bird@det.nsw.edu.au">helen.bird@det.nsw.edu.au</a>
	Ms Leonie McDonnell	<a href="mailto:leonie.mcdonnell@det.nsw.edu.au">leonie.mcdonnell@det.nsw.edu.au</a>
	Ms Elizabeth Bones	<a href="mailto:Elizabeth.bones@det.nsw.edu.au">Elizabeth.bones@det.nsw.edu.au</a>
	Mrs Jane Kirkby	<a href="mailto:jane.mendra@det.nsw.edu.au">jane.mendra@det.nsw.edu.au</a>
HT Curriculum and Innovation	Mrs Tracey Beckett	<a href="mailto:tracey.beckett@det.nsw.edu.au">tracey.beckett@det.nsw.edu.au</a>
	Mrs Judi Wood	<a href="mailto:Judith.a.wood@det.nsw.edu.au">Judith.a.wood@det.nsw.edu.au</a>

## English

Timing	Unit Outlines.	Assessment Task	Due Date	DRS	Weighting
Term 1 Wks 1-8	Looking Back, Moving Forward In this unit students will reflect on their transition to High School.	Speaking Task Students will be asked to make a short speech introducing themselves to the class	13 <sup>th</sup> March	3	30%
Term 1 Wks 9-10 Term 2 Wks 1-6	Water, Water... Everywhere In this unit students will examine a variety of texts based on the theme of water. Poetry will be a focus.	Writing Task Students will recommend poems to be included in a poetry anthology for Year 7 students, including one of their own poems.	8 <sup>th</sup> May	2	30%
Semester One Examination. Students will complete a reading, language and writing test.			29 <sup>th</sup> May	1, 2	40%
Term 2 Wks 7-10 Term 3 Wks 1-4	Transformation: From Ordinary to Extraordinary In this unit, students will focus on the hero's journey	Viewing Representing Students will write, illustrate and produce a picture book based on the hero's journey.	7 <sup>th</sup> August	5	30%
Term 3 Wks 5-10	Communication: Ripped from the Headlines In this unit students will investigate print and online media texts	Writing Task Students will plan, draft, edit and publish two articles for a class newspaper (a persuasive and informative text).	18 <sup>th</sup> September	2	20%
Term 4 Wks 1 - 10	Characterisation in Fiction Texts In this unit students will learn how characters are constructed in novels	Listening Task Students will complete a one-period listening test.	30 <sup>th</sup> October	4	20%
Semester Two Examination Students will complete a reading, language and writing test.			20 <sup>th</sup> November	1, 2	30%

**Directly Reportable Statements (DRS)** Explanation of the role of a DRS and Syllabus Outcomes etc. will be made in the Preamble... Outcomes are listed on individual assessment tasks.

Semester reports will report on student progress towards DRS numbers 1,2,3,4, and 5

No.	DRS
1	Reading
2	Writing
3	Speaking
4	Listening
5	Viewing/Representing

## Welcome to Human Society and Its Environments

Chatham High School's HSIE faculty seeks to develop our students' ability to be active global citizens, through a close study of human endeavours. A wide range of engaging experiences, in which young people take responsibility for their own learning, encouraged by professional teachers, allow our students to develop the necessary skills to investigate our world, how it was formed, and the role of the past and how to manage the challenges of the future, 21st century skills, such as creativity, critical thinking, collaboration and communication are fostered through authentic real world tasks. This is achieved through the opportunity to study a wide range of subjects, both mandatory and elective, which cater for their many interests and abilities.



**Stage 4 (7,8)** - Mandatory Geography and History are each taught for one semester each year. LOTE (Languages other than English) is a mandatory subject taught in Year 7, we are pleased to have a specialist teacher of Mandarin on our team.

Head Teacher	Ms Helen Anderson	<a href="mailto:helen.lynette.anderson@det.nsw.edu.au">helen.lynette.anderson@det.nsw.edu.au</a>
	Mr James Cooper (Careers)	<a href="mailto:james.n.cooper@det.nsw.edu.au">james.n.cooper@det.nsw.edu.au</a>
	Mr Simon Gay (Sports Coordinator)	<a href="mailto:Simon.Gay3@det.nsw.edu.au">Simon.Gay3@det.nsw.edu.au</a>
	Ms Kayla Hannell	<a href="mailto:kayla.hannell1@det.nsw.edu.au">kayla.hannell1@det.nsw.edu.au</a>
	Mr Sean Peterson (Year 8 Adviser)	<a href="mailto:sean.peterson4@det.nsw.edu.au">sean.peterson4@det.nsw.edu.au</a>
	Ms Christene Storok	<a href="mailto:christene.storok@det.nsw.edu.au">christene.storok@det.nsw.edu.au</a>
	Ms Renata Wade	<a href="mailto:renata.stadler@det.nsw.edu.au">renata.stadler@det.nsw.edu.au</a>
	Mr David Williams	<a href="mailto:david.m.williams@det.nsw.edu.au">david.m.williams@det.nsw.edu.au</a>
	Ms Jian Cong	<a href="mailto:jian.cong@det.nsw.edu.au">jian.cong@det.nsw.edu.au</a>
	Mr Chris Collier	<a href="mailto:christopher.collier@det.nsw.edu.au">christopher.collier@det.nsw.edu.au</a>

## Geography

Timing *	Unit Outlines.	Assessment Task	Due Date	DRS	Weighting
Term 1 Wks 1-2	Introduction to Geography	<div style="border: 1px solid blue; padding: 5px;"> <b>Class task</b> - Skills activities                      Types of Landscapes,                      Changing landscapes, Value                      of landscapes and landforms                 </div>	Term 1	DRS 1	30%
T1 Wks 3-9	Landscapes and Landforms		Week 7	DRS 2 DRS 4	
T1/T2 Wks 9 - 3	Geomorphic Hazards	Research Assignment based on the investigation of a geomorphic hazard.	Term 2 Week 2	DRS 3 DRS 4	40%
T2 Wks 3-10	Water in the World	Semester Examination Skills, Geomorphic Hazards, Water resources, Water Cycle , Water management.	Term 2 Exam Week	DRS 1 DRS 2 DRS 4	30%

Classes will complete one semester of Geography and one semester of History.

\* In Semester 2 timing will be Terms 3,4

**Directly Reportable Statements (DRS) Syllabus outcomes have been grouped together into four DRS groupings**

Semester reports will report on student progress towards DRS numbers 1,2,3,4

No.	DRS	Related Syllabus Outcomes
1	Geographical knowledge and understanding	GE 4.1, GE 4.2, GE 4.3, GE 4.4, GE4.5, GE 4.6
2	Geographical skills	GE 4.7
3	Geographical research	GE 4.1, GE 4.2, GE 4.3, GE 4.4, GE4.5, GE 4.6 , GE 4.7, GE 4.8
4	Communicating using appropriate geographical methods	GE 4.8

## LOTE

Timing *	Unit Outlines.	Assessment Task	Due Date	DRS	Weighting
T 1	Country Background Geography, History, Culture About Me, About You Greetings	Research Task Getting to Know the Country Powerpoint task	Term 1 Week 10	DRS 3 DRS 4	20%
T2	Language Digital dialectics. Dance, Art , Song	Class Task Speaking and listening	Term 2 Exam Week	DRS 1 DRS 2 DRS 4	30%
T3	Useful Phrases at the Restaurant Famous people	Role Play- Group activity At the restaurant, an everyday scene	Term 3 Week 5	DRS 1 DRS 2 DRS 3 DRS 4	20%
T4	School Life Celebrations	Class Final Exam Speaking and Listening Culture Everyday Life	Term 4 Exam week	DRS 1 DRS 2 DRS 4	30%

The language/culture being taught will be dependant upon the experience of the classroom teacher.

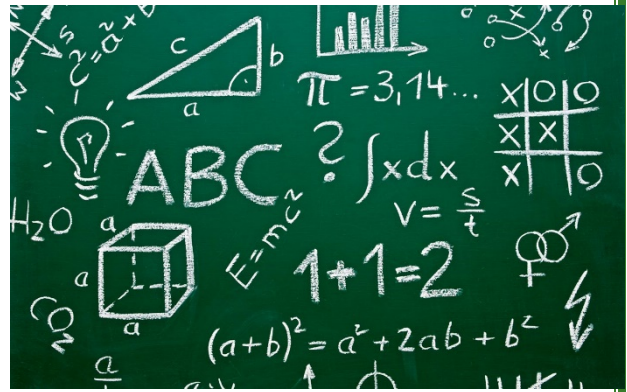
**Directly Reportable Statements (DRS) Syllabus outcomes have been grouped together into four DRS groupings**

Semester reports will report on student progress towards DRS numbers 1,2,3,4

No.	DRS	Related Syllabus Outcomes
1	Displays knowledge and understanding of LOTE	4.UL.1
2	Demonstrates basic LOTE Language skills	4.UL 1, 4.UL.3
3	Carries out LOTE cultural research	4.MBC 1, 4 MBC.2
4	Communicates using appropriate LOTE terminology	4.MLC 1

## Welcome to Mathematics

Chatham High School's Mathematics faculty is progressive in integrating ICT and traditional styles of learning in their classrooms. We provide Maths Online free of charge to all enrolled students at Chatham High School. This program gives students and parent's access to the Mathematics curriculum from Kindergarten to Year 12. It includes tutorial videos, lessons and worksheets for students to practice and check their progress. In addition, lessons will develop



students 21st century skills, such as critical thinking, collaboration and communication are fostered through authentic real world tasks, through project based learning. This is achieved through the authentic assessment tasks, real-world assignments and appropriately planned lessons. The assessment schedule below is designed to reward students who consistently try their best and removes the emphasis on formal examination results. All students are required to bring a ruler, pencil, calculator, workbook and all other equipment to every lesson. It is necessary for all students to have an appropriate scientific calculator at all times (*CASIO FX – 82 AU plus II*), which can be purchased from the front office or other local department stores.

### Class Mark

- Book work 10%
- Maths Online Tasks 5%
- Class Tasks 35%

### Formal Examinations

- Half Yearly Examination 20%
- Yearly Examination 30%

Head Teacher Mr Nick Timmins

[nick.timmins@det.nsw.edu.au](mailto:nick.timmins@det.nsw.edu.au)

Mr Anthony Martin  
Mr Stephen Thompson  
Mr Nigel Lim  
Ms Tasha Burton  
Mrs Ashlee Styles

[anthony.j.martin@det.nsw.edu.au](mailto:anthony.j.martin@det.nsw.edu.au)  
[stephen.thompson13@det.nsw.edu.au](mailto:stephen.thompson13@det.nsw.edu.au)  
[nigel.lim@det.nsw.edu.au](mailto:nigel.lim@det.nsw.edu.au)  
[tasha.burton1@det.nsw.edu.au](mailto:tasha.burton1@det.nsw.edu.au)  
[Ashlee.Spooner2@det.nsw.edu.au](mailto:Ashlee.Spooner2@det.nsw.edu.au)

Class Teachers	Mr Timmins	Mr Martin	Mr Thompson	Mr Lim	Ms Burton	Mrs Styles
Year 7	7M	7B	7K	7J		7C
Year 8		8M2	8M1		8M3	8M4
Year 9		9M2	9M5	9M4	9M1	9M3
Year 10		10M5	10M1	10M2	10M4	10M3

[www.mathsonline.com.au](http://www.mathsonline.com.au). Students can access this system at home or in the school library before school and during recess and lunch breaks. Student log-ins and passwords can be distributed by their classroom teacher.



# Mathematics

Timing	Year 7 Unit Outline	Assessment Task	Due Date	DRS	Weighting
Term 1 Wks 1-7 Wks 8-11	Whole Numbers - students will learn about both positive and negative numbers.  Angle Relationships – students will learn to classify, measure and describe angles in regular shapes.	Students will complete the "My Favourite Number" assessment task Topic Test on Angles Book Mark	Week 8 Week 11	1	Contributes to Class Marks
Term 2 Wks 1-4 Wk 5 Wk 6 & 7 Wks 8 -10	Fractions – students will learn to order, add, subtract, multiply and covert fractions. NAPLAN Half Yearly Examinations Probability – students will learn both theoretical and experimental probabilities.	Topic Test on Fractions NAPLAN assessment Common Year 7 Exam Topic Test on Probability Book Mark & Maths Online	Week 4 Week 5 Weeks 6 & 7 Week 10	1, 3	Half Yearly Exam 20%
Term 3 Wks 1-4 Wk 6 & 7 Wks 8 -10	Decimals & Percentages – students will learn to order, add subtract, multiple and divide decimals and convert to percentages. Area – student will calculate perimeter and area of regular shapes. Algebra & Equations – students will learn how to use Algebra solve simple equations.	Topic Test on Fractions Topic Test on Algebra Book Mark	Week 4 Week 10	1, 2	Contributes to Class Marks
Term 4 Wks 1-4 Wk 6 & 7 Wks 8 -10	Measurement – students will learn how to convert between differing units of measurement accurately. Yearly Examinations Project Based Learning – authentic learning and assessment.	Topic Test on Measurement Common Year 7 Exam Book Mark & Maths Online PBL assignment	Week 4 Weeks 6 & 7 Week 10	1, 2, 3	Yearly Exam 30%

Classes will complete a project based assignment in Term's 1 and 4, and formal examinations in Term's 2 and 4.

**Directly Reportable Statements (DRS) Syllabus outcomes have been grouped together into four DRS groupings**

Semester reports will report on student progress towards DRS numbers 1,2,3.

No.	DRS	Related Syllabus Outcomes
1	<i>Number &amp; Algebra</i>	4.4, 4.5, 4.8, 4.10, 4.11
2	<i>Measurement &amp; Geometry</i>	4.12, 4.13, 4.14, 4.15, 4.17, 4.18
3	<i>Statistics &amp; Probability</i>	4.21

## Welcome to Music

Firstly we would like to welcome the new Year 7 students to Chatham High School and look forward to seeing them in Music lessons soon throughout the year. All students in Year 7 have six periods of Music per fortnight. This year, Ms Lander also joins us in teaching Music in Year 7.

All Year 7 students are given a Music booklet which has relevant music exercises in it. This booklet is usually kept at school, however, students are able to take it home whenever they choose or at the end of each term when they receive a new work booklet.

The fee for all Music students is \$20 for the year. We really appreciate the prompt payment of fees as these go towards the purchase of new equipment and the maintenance of existing equipment. We are very proud of the wonderful music resources that we have in the Music Department and know that students appreciate having great equipment to learn and play on.

### School Bands

This year we are very fortunate to have two bands – at this stage called simply, the Senior Band and the Junior Band. The Junior band rehearses during lunch on Fridays. The bands will perform at numerous assemblies and presentation evenings throughout the year. New members are always most welcome.

### Australian Children's Music Foundation

In 2002, singer-songwriter Don Spencer, having recognised the importance of Music within a child's education, founded the Australian Children's Music Foundation. One of Don's favourite sayings is 'imagine a world without music', and research has proven the importance of Music and Arts Education.

Music is critical to every child's social, emotional, physical and behavioural development. Music inspires creativity, imagination and self expression. It increases student confidence, improves self esteem and teaches self worth and pride. Music brings inspiration and joy and creates school and community cohesion.

In 2013, we applied for and received funding from the Australian Children's Music Foundation. We are very fortunate to have received some hand drums, a class set of ukuleles and the expert tuition from local guitarist and teacher Stuart Lovell. Stuart works with our students each Monday morning. Stuart and I team teach the Elective Music classes and Stuart has been teaching guitar to some of the Year 7 classes. We appreciate Stuart's love of music and the enthusiasm that he displays towards our students.

Looking forward to another great year in Music.

Mrs Cate McGilvray

## Music

Timing	Unit Outlines.	Assessment Task	Due Date	DRS	Weighting
Term 1	Sounds Great Introduction to Music. Students will learn basic music concepts and learn to play the keyboard.	Keyboard Performance Students will be assessed on how they play, 'Ode to Joy'.	20/3	1	30%
Term 2	Music From Around the World Students will learn about the traditional music of several different cultures around the world.	Listening Task Students are required to answer set questions in relation to a piece of music	8/5	2	20%
		Semester One Examination Students are required to answer questions in relation to theory work covered this semester	29/5	3	30%
		Composition Task Students are required to compose a piece of music based upon 12 Bar Blues	5/6	4	20%
Term 3	Instruments of the Orchestra Students will learn about different families of the orchestra, what the different instruments look like and how they sound.	Ukulele Performance	31/7	1	30%
		Composition Task	28/8	4	20%
Term 4	Rock Music Students will learn about the beginnings of rock and roll. They will learn about the pioneers of Rock music and learn to play some of the popular songs from this time.	Semester Two Examination Students are required to answer questions in relation to theory work covered this semester	20/11	3	30%
		Listening Task Students are required to answer set questions in relation to a piece of music	27/11	4	20%

**Directly Reportable Statements (DRS)** *Explanation of the role of a DRS and Syllabus Outcomes etc. will be made in the Preamble...*

Semester reports will report on student progress towards DRS numbers 1,2,3 and 4

No.	DRS	Related Syllabus Outcomes
1	Performs a piece of music	4.1, 4.2, 4.3
2	Identifies and recognises musical features within a piece of music	4.7, 4.8, 4.9
3	Demonstrates an understanding of music concepts and theory	4.8, 4.9
4	Composes a piece of music using set rhythm and melodic features	4.4, 4.5, 4.6

## Welcome to PD/H/PE

Year 7 have five (5) units of work each term. Each unit is expected to run for two (2) weeks. To maximise facilities and equipment, each class is allocated specific weeks in the term to cover each unit. The order that one year 7 class covers the units will be different to another year 7 class.

The different timing of the delivery of each unit in a term leads to the need to complete assessment tasks at the time allocated for delivery for your child's class. Students will be given their due date from their teacher when the Task is handed out.

Class performance for each student during class activities are monitored and documented throughout the term. The marks allocated for this are recorded in Task 2 and 3, Semester 1 and 2.

If you have any queries regarding tasks or unit content, please feel free to contact me to discuss.

Craig Mitchell  
HT PDHPE

Head Teacher

Mr Craig Mitchell

[craig.mitchell@det.nsw.edu.au](mailto:craig.mitchell@det.nsw.edu.au)

Mrs Jennifer Fotheringham

[JENNIFER.FOTHERINGHAM@det.nsw.edu.au](mailto:JENNIFER.FOTHERINGHAM@det.nsw.edu.au)

Mr Scott Jacklin

[SCOTT.JACKLIN@det.nsw.edu.au](mailto:SCOTT.JACKLIN@det.nsw.edu.au)

Mr Guy Hudson

[Guy.Hudson@det.nsw.edu.au](mailto:Guy.Hudson@det.nsw.edu.au)

### PDHPE Stage 4 Scope and Sequence

Semester 1 Units	
Term 1	Term 2
Risk Behaviours	Growth & Development 1
Gym	Speedball
Being Me	Growth & Development 2
Gross Motor activities	Newcomb Ball
Athletics	Rotation of Sports

Semester 2 Units	
Term 3	Term 4
Nutrition	Bullying
Soccer	Cricket
Movement Composition	Rock and Water
Nutrition	Softball
Oz Tag	Child Protection

## PD/H/PE Semester 1

Approx Timing	Unit Outlines.	Assessment Task	DRS	Weighting
Term 1	Development of gross motor skills through an introductory Gymnastics unit	Movement performance – set gymnastics routine	2	20%
Term 1	Developing and understanding of the factors and influences on an individual that determine who they are. Students evaluate strengths and weakness and develop an understanding of personal influences	Research – What makes you	1	25%
Term 1 & 2	Student achievement during practically based units. An ongoing assessment of skills related to each sporting unit.	Skill level achieved during class performance.	2,5	15%
Term 1 & 2	Comprehensive evaluation of performance in all units during class.	Practical application in class	5	15%
Term 2	Providing knowledge of growth and development during adolescence. Exploring the link between these changes and the components of health.	Research and complete an oral presentation on growth and development	1,3	25%

Semester 1 reports will report on student progress towards DRS numbers

No.	DRS	Related Syllabus Outcomes
1	Enhance their sense of self, improve their capacity to manage challenging circumstances and develop caring and respectful relationships	4.1, 4.2, 4.3
2	Move with confidence and competence, and contribute to the satisfying and skilled performance of others	4.4, 4.5
3	Take actions to protect, promote and restore individual and community health	4.6, 4.7, 4.8
4	Participate in and promote enjoyable lifelong physical activity	4.9, 4.10
5	Develop and apply the skills that enable them to adopt and promote healthy and active lifestyles	4.11, 4.12, 4.13, 4.14, 4.15, 4.16

## PD/H/PE Semester 2

Approx Timing	Unit Outlines.	Assessment Task	DRS	Weighting
Term 3	Evaluating the relationship between Food and health. Determine foods and eating patterns that maximise an individual's health	Students are to prepare cook and evaluate a healthy meal.	3	
Term 3 & 4	Student achievement during practically based units. An ongoing assessment of skills related to each sporting unit.	Skill level achieved during class performance.	2,5	15%
Term 3 & 4	Comprehensive evaluation of performance in all units during class.	Practical application in class	5	15%
Term 4	Students identify the different forms of bullying and its effect on health. They develop skills to assist in dealing with these situations and reducing the impact and amount of bullying.	Students review bullying material and develop strategies to combat the issue.	1,3	

Semester 2 reports will report on student progress towards DRS numbers

No.	DRS	Related Syllabus Outcomes
1	Enhance their sense of self, improve their capacity to manage challenging circumstances and develop caring and respectful relationships	4.1, 4.2, 4.3
2	Move with confidence and competence, and contribute to the satisfying and skilled performance of others	4.4, 4.5
3	Take actions to protect, promote and restore individual and community health	4.6, 4.7, 4.8
4	Participate in and promote enjoyable lifelong physical activity	4.9, 4.10
5	Develop and apply the skills that enable them to adopt and promote healthy and active lifestyles	4.11, 4.12, 4.13, 4.14, 4.15, 4.16

## Science

Head Teacher

Mr Jesse Clarke (Year 7 Year Adviser)

Mrs Debbie Atkins

Ms Leah Parkes

Mrs Bharti Joon (Girls Supervisor)

Mr Jan Kleynhans

Mr William Steele-Smith

Ms Catherine Ham

Approx Timing	Unit Outlines.	Assessment Task	Due Date	DRS	Weighting
Term 1 Wks 1-4	Introduction to Science. Students learn how to use experimentation to discover and investigate the world around us. Students will also learn the appropriate and safe use of scientific equipment in the laboratory.	Skills Assessment 1: Students will be assessed on their basic science skills in a practical test.	Wk 6 in class	2,4,7	50%
Term 1 Wks 5-10	Forces: Students learn how forces are essential to motion and that unbalanced forces are the sources of change in motion. Without forces, nothing would change –stationary things would stay still and moving things would just keep moving in the same direction at the same speed.				
Term 2 Wks 1-5	The Nature of Matter: Students learn that the particle model of matter says that all substances, whether they are solids, liquids or gases are made of particles. The particle model can also be used to describe the structure of substances (matter) and explain their physical properties, including what happens to the particles when we heat them.				
Term 2 Wks 6-10 Term 3 Wks 1-2	The Changing Earth: Many of our distinctive landform features are made from rocks that have been weathered over many thousands and millions of years. Rocks in turn are made from minerals that are continuously recycled in the rock cycle. Many different types of rocks exist in the Earth's crust. Fossil evidence found in rocks enables scientists to unravel the history of life on Earth.	Mid-Course Examination: Students will sit an examination on the topics Forces, The Nature of Matter and The Changing Earth.	Wk 6 in class	1	50%

Term 3 Wks 3-4	Cells and Classification: Students learn, through the use of light microscopes, that cells make up every living thing and the basic structural and functional similarities of all cells.				
Term 3 Wk 5	National Science Week: National Science Week is an annual celebration of science in Australia, designed to promote science and educate the general public in the importance of science to our everyday lives. Students will undertake a series of activities and challenges to support this event.				
Term 3 Wks 6-10	Cells and Classification continued...	Skills Assessment 2: Students will be tested on their experimentation skills.	Wk 9 in class	3,5,6,7	50%
Term 4 Wks 1-7	Chemical Change: Students explore the use of chemistry, both found naturally and in industry. Students are first introduced to the concept of chemical change versus physical change by looking at examples of each, as well as how the two changes differ in particle arrangement and energy.				
Term 4 Wks 7-10	Earth, Sun and Moon: Students learn that research and investigation into the Universe has been going on since the ancient civilisations. Today, technology is allowing us to learn more about space than the people of ancient times could ever have imagined.	Final Examination: Students will sit an examination on the topics Cell's & Classification, Chemical Change and Earth, Sun & Moon.	Wk 7 in class	1	50%

**Directly Reportable Statements (DRS)** Explanation of the role of a DRS and Syllabus Outcomes etc. will be made in the Preamble...

Semester 1 reports will report on student progress towards DRS numbers 1,2,4 & 7

No.	DRS	Related Syllabus Outcomes
1	Knowledge and Understanding.	SC4-10PW SC4-12ES SC4-13ES SC4-14LW SC4-16CW
2	Creates questions which can be investigated scientifically	SC4-4WS
3	Demonstrates skills in planning investigations.	SC4-5WS
4	Demonstrates skills in conducting investigations.	SC4-6WS
5	Demonstrates skills in processing and analysing data	SC4-7WS
6	Applies principles of Science to problem solving.	SC4-8WS
7	Communicates Scientific information using a variety of styles.	SC4-9WS



## Technology and Applied Studies (TAS)

Chatham High School's TAS faculty is a diverse faculty with broad ranging skills to suit a broad ranging scope of subjects taught, which prepare the student's for life after school in our ever changing technological world.

Students learn context specific skills which are then applied to projects in a design based learning environment. In a very real sense we integrate the knowledge that is learnt in many other subjects, such as mathematics and science, into real world situations where students can produce projects to prepare them for the 21st century.

We are knowledge and studies applied to produce physical objects or systems, which is the very definition of Technology.

**Stage 4 (year 7 & 8)** – Technology (Mandatory) is, as its name implies, a mandatory subject taught in three thirteen week rotations per year. Three in year 7: three in year 8. During this time a stage four student will focus on at least six different context areas out of the following technologies:

- Agriculture, Computing, Graphics, Food, Metal, STEM (Science Technology Engineering, Mathematics) Timber, Textiles.

Students will be reported on twice per year, with grades awarded and comments derived from how they have performed against the Faculty's DRS's (Directly Reportable Statements) which in turn are derived directly from the 'board of studies outcomes' for each learning context.

### Staff

Head Teacher	Mr Peter Heiss	<a href="mailto:peter.heiss@det.nsw.edu.au">peter.heiss@det.nsw.edu.au</a>
	Mr Neale Ashby (Year 7 Year Adviser)	<a href="mailto:Neale.E.Ashby@det.nsw.edu.au">Neale.E.Ashby@det.nsw.edu.au</a>
	Mr Peter Cambrell	<a href="mailto:PETER.J.CAMBRELL@det.nsw.edu.au">PETER.J.CAMBRELL@det.nsw.edu.au</a>
	Ms Collette Eadndel	<a href="mailto:COLLETTE.EADNDEL@det.nsw.edu.au">COLLETTE.EADNDEL@det.nsw.edu.au</a>
	Mr Adam Eady	<a href="mailto:adam.eady2@det.nsw.edu.au">adam.eady2@det.nsw.edu.au</a>
	Mr Jan Kleynhans	<a href="mailto:jan.kleynhans2@det.nsw.edu.au">jan.kleynhans2@det.nsw.edu.au</a>
	Mrs Donna Kouwenhoven	<a href="mailto:DONNA.KOUWENHOVEN@det.nsw.edu.au">DONNA.KOUWENHOVEN@det.nsw.edu.au</a>
	Mr Andrew Snelgar	<a href="mailto:andrew.b.snelgar@det.nsw.edu.au">andrew.b.snelgar@det.nsw.edu.au</a>
	Mr John Thomson	<a href="mailto:William.Thomson2@det.nsw.edu.au">William.Thomson2@det.nsw.edu.au</a>
	Ms Kimberley Wilson	<a href="mailto:Kimberley.Wilson4@det.nsw.edu.au">Kimberley.Wilson4@det.nsw.edu.au</a>

## Technology and Applied Studies (TAS) Technology (Mandatory) – Agriculture

Timing	Unit Outlines.	Assessment Task	Due Date	DRS	Weighting
Wks 1-8 of Rotation	Germination rate of plants	Students will complete an extensive two week long experiment to observe and document the germination rate of different plants as well as the effect of water, light and fertiliser.	Week 8	1,2,3,4	25%
Wks 9-13 of Rotation	Hatching of eggs	Students will complete an extensive five week long experiment to observe and document the incubation and hatching of chicken eggs as well as the basic care and nutrition for young hatchlings.	Week 13	1,2,3,4	25%
Continuous	Practical	Students will be assessed on their continuous effort during the practical components of the subject.	Week 13	1,2,3,4	50%

**Directly Reportable Statements (DRS)** Explanation of the role of a DRS and Syllabus Outcomes etc. will be made in the Preamble...

Semester 1 reports will report on student progress towards DRS numbers 1,2,3 & 4

No.	DRS	Related Syllabus Outcomes
1	Demonstrates responsible and safe behaviour while using a range of tools, materials and techniques in each project.	4.3.2
2	Applies management processes to successfully complete projects.	4.1.1, 4.2.1, 4.2.2, 4.3.1
3	Manages and completes quality solutions and/or products	4.5.1, 4.5.2, 4.6.1
4	Understands, identifies and explains theoretical aspects related to projects.	4.1.2, 4.1.3, 4.4.1, 4.6.2

Tech.4.1.1	Applies design processes that respond to needs and opportunities in each design project.
Tech.4.1.2	Describes factors influencing design in the areas of study of Built Environments, Products, and Information and Communications.
Tech.4.1.3	Identifies the roles of designers and their contribution to the improvement of the quality of life.
Tech.4.2.1	Generates and communicates creative design ideas and solutions.
Tech.4.2.2	Selects, analyses, presents and applies research and experimentation from a variety of sources.
Tech.4.3.1	Applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects.
Tech.4.3.2	Demonstrates responsible and safe use of a range of tools, materials and techniques in each design project.
Tech.4.4.1	Explains the impact of innovation and emerging technologies on society and the environment.
Tech.4.5.1	Applies management processes to successfully complete design projects.
Tech.4.5.2	Produces quality solutions that respond to identified needs and opportunities in each design project.
Tech.4.6.1	Applies appropriate evaluation techniques throughout each design project.
Tech.4.6.2	Identifies and explains ethical, social, environmental and sustainability considerations related to design projects.

## Technology and Applied Studies (TAS)

### Technology (Mandatory) Computing

Timing	Unit Outlines.	Assessment Task	Due Date	DRS	Weighting
Wks 1-2 of Rotation	Technology Title Page Uses of media technologies. Collecting information from primary and secondary sources including digitising sound, text, graphics. Organising information for an appropriate audience	Students will learn how to login to the CHS computer system and navigate and create folders in the system. Students will construct and save a title page in their own U:drive	Week 2	1,2,3 4	25%
Wks 3-4 of Rotation	When I grow up Organising information for an appropriate audience Processing techniques for combining and manipulating such as special effects. Displaying the final product.	Students will build upon skills learnt in primary school and undertake research to complete a 'Power-point' of a professional standard, focussing on their own future.	Week 4	1,2,3 4	25%
Wks 5-8 of Rotation	Spread-sheet functions Select and use software for specific purposes in a project	Students will learn the basics of Excel spread-sheets and create documents with calculations to suit their purpose.	Week 8	1,2,3 4	25%
Wks 8-12 of Rotation	Mouse pad The features of common graphic data types. Select and use appropriate materials, resources and data types for particular purposes.	Students will learn the basics of graphics types, graphical manipulation and photoshop. In doing so they will prepare and print off a mouse pad using a variety of techniques learnt during the process.	Week 12	1,2,3 4	25%

**Directly Reportable Statements (DRS)** Explanation of the role of a DRS and Syllabus Outcomes etc. will be made in the Preamble...

## Technology and Applied Studies (TAS) Technology (Mandatory) Food

Timing	Unit Outlines.	Assessment Task	Due Date	DRS	Weighting
Wks 1-13	My restaurant rules Students will design and produce relevant materials to successfully design a restaurant	Students will complete an ongoing series of tasks to design a restaurant, looking at the safety and hygiene involved. They will also incorporate a series of practical tasks suitable for their restaurant, to be completed to a high standard.	Week 12	1,2,3 4	100%

**Directly Reportable Statements (DRS)** *Explanation of the role of a DRS and Syllabus Outcomes etc. will be made in the Preamble...*

Semester 1 reports will report on student progress towards DRS numbers 1,2,3 & 4

No.	DRS	Related Syllabus Outcomes
1	Demonstrates responsible and safe behaviour while using a range of tools, materials and techniques in each project.	4.3.2
2	Applies management processes to successfully complete projects.	4.1.1, 4.2.1, 4.2.2, 4.3.1
3	Manages and completes quality solutions and/or products	4.5.1, 4.5.2, 4.6.1
4	Understands, identifies and explains theoretical aspects related to projects.	4.1.2, 4.1.3, 4.4.1, 4.6.2

Tech.4.1.1 Applies design processes that respond to needs and opportunities in each design project.

Tech.4.1.2 Describes factors influencing design in the areas of study of Built Environments, Products, and Information and Communications.

Tech.4.1.3 Identifies the roles of designers and their contribution to the improvement of the quality of life.

Tech.4.2.1 Generates and communicates creative design ideas and solutions.

Tech.4.2.2 Selects, analyses, presents and applies research and experimentation from a variety of sources.

Tech.4.3.1 Applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects.

Tech.4.3.2 Demonstrates responsible and safe use of a range of tools, materials and techniques in each design project.

Tech.4.4.1 Explains the impact of innovation and emerging technologies on society and the environment.

Tech.4.5.1 Applies management processes to successfully complete design projects.

Tech.4.5.2 Produces quality solutions that respond to identified needs and opportunities in each design project.

Tech.4.6.1 Applies appropriate evaluation techniques throughout each design project.

## Technology and Applied Studies (TAS) Technology (Mandatory) Metal

Timing	Unit Outlines.	Assessment Task	Due Date	DRS	Weighting
Wks 1-8 of Rotation	<p>Metal Carry All.</p> <p>Safe use and handling hand, power and machine tools.</p> <p>Personal protective equipment.</p> <p>Measurement and sizing.</p> <p>Processes and techniques for joining and sizing of metal.</p> <p>Finishes and finishing techniques.</p>	<p>Students will complete workshop safety tests, build a carry case to exact specifications, correctly file to a fine tolerance finish, and answer questions on the Metal industry.</p>	Week 8	1,2,3 4	50%
Wks 9-13 of Rotation	<p>Candle Holder.</p> <p>Design principles and processes.</p> <p>Factors affecting design: -material selection, -bending, forming, shaping and joining.</p> <p>Finishes and finishing techniques.</p>	<p>Students will complete workshop safety tests, build a candle holder to their own designs and specifications, correctly apply an appropriate finish, and answer questions on the Metal industry.</p>	Week 13	1,2,3 4	50%

**Directly Reportable Statements (DRS)** *Explanation of the role of a DRS and Syllabus Outcomes etc. will be made in the Preamble...*

Semester 1 reports will report on student progress towards DRS numbers 1,2,3 & 4

No.	DRS	Related Syllabus Outcomes
1	Demonstrates responsible and safe behaviour while using a range of tools, materials and techniques in each project.	4.3.2
2	Applies management processes to successfully complete projects.	4.1.1, 4.2.1, 4.2.2, 4.3.1
3	Manages and completes quality solutions and/or products	4.5.1, 4.5.2, 4.6.1
4	Understands, identifies and explains theoretical aspects related to projects.	4.1.2, 4.1.3, 4.4.1, 4.6.2

Tech.4.1.1 Applies design processes that respond to needs and opportunities in each design project.

Tech.4.1.2 Describes factors influencing design in the areas of study of Built Environments, Products, and Information and Communications.

Tech.4.1.3 Identifies the roles of designers and their contribution to the improvement of the quality of life.

Tech.4.2.1 Generates and communicates creative design ideas and solutions.

Tech.4.2.2 Selects, analyses, presents and applies research and experimentation from a variety of sources.

Tech.4.3.1 Applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects.

Tech.4.3.2 Demonstrates responsible and safe use of a range of tools, materials and techniques in each design project.

Tech.4.4.1 Explains the impact of innovation and emerging technologies on society and the environment.

Tech.4.5.1 Applies management processes to successfully complete design projects.

Tech.4.5.2 Produces quality solutions that respond to identified needs and opportunities in each design project.

Tech.4.6.1 Applies appropriate evaluation techniques throughout each design project.

Tech.4.6.2 Identifies and explains ethical, social, environmental and sustainability considerations related to design projects.

## Technology and Applied Studies (TAS)

### Technology (Mandatory) Textiles

Timing	Unit Outlines.	Assessment Task	Due Date	DRS	Weighting
Wks 1-13	'Bagit' project Students will learn about the creation and development of items and the factors that can influence fashion. They will also learn about appropriate textile construction techniques considering style, fit and quality.	Students will complete workshop safety tests to do with the textiles environment; students will have the opportunity to design, produce and decorate a textiles based bag to their own design specifications, for a specific need. Students will also learn about and answer questions on the textiles industry.	Week 12	1,2,3 4	100%

**Directly Reportable Statements (DRS)** *Explanation of the role of a DRS and Syllabus Outcomes etc. will be made in the Preamble...*

Semester 1 reports will report on student progress towards DRS numbers 1,2,3 & 4

No.	DRS	Related Syllabus Outcomes
1	Demonstrates responsible and safe behaviour while using a range of tools, materials and techniques in each project.	4.3.2
2	Applies management processes to successfully complete projects.	4.1.1, 4.2.1, 4.2.2, 4.3.1
3	Manages and completes quality solutions and/or products	4.5.1, 4.5.2, 4.6.1
4	Understands, identifies and explains theoretical aspects related to projects.	4.1.2, 4.1.3, 4.4.1, 4.6.2

Tech.4.1.1 Applies design processes that respond to needs and opportunities in each design project.

Tech.4.1.2 Describes factors influencing design in the areas of study of Built Environments, Products, and Information and Communications.

Tech.4.1.3 Identifies the roles of designers and their contribution to the improvement of the quality of life.

Tech.4.2.1 Generates and communicates creative design ideas and solutions.

Tech.4.2.2 Selects, analyses, presents and applies research and experimentation from a variety of sources.

Tech.4.3.1 Applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects.

Tech.4.3.2 Demonstrates responsible and safe use of a range of tools, materials and techniques in each design project.

Tech.4.4.1 Explains the impact of innovation and emerging technologies on society and the environment.

Tech.4.5.1 Applies management processes to successfully complete design projects.

Tech.4.5.2 Produces quality solutions that respond to identified needs and opportunities in each design project.

Tech.4.6.1 Applies appropriate evaluation techniques throughout each design project.

## Technology and Applied Studies (TAS)

### Technology (Mandatory) Timber

Timing	Unit Outlines.	Assessment Task	Due Date	DRS	Weighting
Wks 1-8 of Rotation	Pencil Box Safe use and handling hand, power and machine tools. Personal protective equipment. Measurement and sizing. Processes and techniques for joining and sizing of timber. Finishes and finishing techniques.	Students will complete workshop safety tests, build a pencil case to exact specifications, correctly apply an appropriate finish, and answer questions on the timber industry.	Week 8	1,2,3 4	50%
Wks 9-13 of Rotation	Birdhouse. Design principles and processes. Factors affecting design: -material selection, -shaping and joining. Finishes and finishing techniques.	Students will complete workshop safety tests, build a bird house incorporating their own designs and specifications, correctly apply an appropriate finish, and answer questions on the timber industry.	Week 13	1,2,3 4	50%

**Directly Reportable Statements (DRS)** *Explanation of the role of a DRS and Syllabus Outcomes etc. will be made in the Preamble...*



Semester 1 reports will report on student progress towards DRS numbers 1,2,3 & 4

No.	DRS	Related Syllabus Outcomes
1	Demonstrates responsible and safe behaviour while using a range of tools, materials and techniques in each project.	4.3.2
2	Applies management processes to successfully complete projects.	4.1.1, 4.2.1, 4.2.2, 4.3.1
3	Manages and completes quality solutions and/or products	4.5.1, 4.5.2, 4.6.1
4	Understands, identifies and explains theoretical aspects related to projects.	4.1.2, 4.1.3, 4.4.1, 4.6.2

- Tech.4.1.1 Applies design processes that respond to needs and opportunities in each design project.
- Tech.4.1.2 Describes factors influencing design in the areas of study of Built Environments, Products, and Information and Communications.
- Tech.4.1.3 Identifies the roles of designers and their contribution to the improvement of the quality of life.
- Tech.4.2.1 Generates and communicates creative design ideas and solutions.
- Tech.4.2.2 Selects, analyses, presents and applies research and experimentation from a variety of sources.
- Tech.4.3.1 Applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects.
- Tech.4.3.2 Demonstrates responsible and safe use of a range of tools, materials and techniques in each design project.
- Tech.4.4.1 Explains the impact of innovation and emerging technologies on society and the environment.
- Tech.4.5.1 Applies management processes to successfully complete design projects.
- Tech.4.5.2 Produces quality solutions that respond to identified needs and opportunities in each design project.



## MY PERSONAL ASSESSMENT TASK CALENDAR

WEEK	TERM 1	WEEK	TERM 2	WEEK	TERM 3	WEEK	TERM 4
1 27/1	Staff Development Day	1 26/4-28/4		1 18/7-21/7		1 9/10-13/10	
2 30/1-3/2		2 1/5-5/5		2 24/7-28/7		2 16/10-20/10	
3 6/2-10/2		3 8/5-12/5		3 31/7-4/8		3 23/10-27/10	
4 13/2-17/2		4 15/5-19/5		4 7/8-11/8		4 30/10-3/11	
5 20/2-24/2		5 22/5-26/5		5 14/8-18/8		5 6/11-10/11	
6 27/2-3/3		6 29/5-2/6		6 21/8-25/8		6 13/11-17/11	
7 6/3-10/3		7 5/6-9/6		7 28/8-1/9		7 20/11-24/11	
8 13/3-17/3		8 12/6-16/6		8 4/9-8/9		8 27/11-1/12	
9 20/3-24/3		9 19/6-23/6		9 11/9-15/9		9 4/12-8/12	
10 27/3-31/3		10 26/6-30/6		10 18/9-22/9		10 11/12-15/12	
11 3/4-7/4							