



HASTINGS
SECONDARY COLLEGE

EXCELLENCE – INNOVATION – OPPORTUNITY – SUCCESS

YEAR 7 ASSESSMENT BOOKLET 2025

WESTPORT CAMPUS

YEAR 7 ASSESSMENT BOOKLET

This booklet is issued to Year 7 students of Hastings Secondary College and provides information to students and parents/carers about:

- Assessment procedures and grades
- Hastings Secondary College policy for late/non-completion of assessment tasks
- Applications for considerations of Illness/Misadventure
- Malpractice
- Assessment schedules for each course

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Term Dates for Students

Term 1 – 11 weeks

Commences

Thursday 6th February

Concludes

Friday 11th April

Term 2 – 10 weeks

Commences

Wednesday 30th April

Concludes

Friday 4th July

Term 3 – 10 weeks

Commences

Tuesday 22nd July

Concludes

Friday 26th September

Term 4 – 10 weeks

Commences

Tuesday 14th October

Concludes

Friday 19th December

OBJECTIVES OF ASSESSMENT

assessment is to judge competence based on performance. This judgement is made based on evidence, which may be in various forms. Schools are responsible for awarding each student who completes a Stage 4 course a grade to represent that student's achievement in accordance with the A to E grade scales detailed below.

Course performance descriptors are available on [syllabus pages](#) for Stage 4 Board Developed Courses.

Below is a breakdown of the mark ranges for each grade, depending on the value or weighting of the assessment task. Included is a general description of student performance within this range.

Teachers will assess the student's actual performance, not potential performance. Assessment marks will not be modified to take into account possible effects of illness or domestic situations. Schools may offer substitute tasks or, in exceptional circumstances, estimates based on other tasks.

Grade	General Performance Criteria Students performing at this grade are typically;
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a substantial knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills
N	The student has not satisfactorily attempted the content, therefore failing to demonstrate the processes and skills.

Assessment tasks will generally be one, or a combination of:

- Scheduled tasks completed in-class under examination conditions.
- Hand-in tasks that are submitted via an online platform or handed-in by a due date and time.
- Practical assessment completed in class.

The General Capabilities



The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century. They encompass knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances.

All students will be assessed alongside the capabilities, which will be addressed through the content of the learning areas.

NOTIFICATION OF ASSESSMENT TASKS

At least two calendar weeks notice of the details of a task will be given. Tasks are due at the beginning of the lesson of that subject on the due date. Students will sign the Assessment Task Register document when they have received their task, submitted their task, and had their task marked and returned. School reports will be issued twice during the school year. This report will show the student's level of achievement of relevant outcomes for each course.

Students will be informed, in writing, of the set dates and details of each assessment task, at least two weeks prior to the task. Details will include:

- the nature of the task
- the outcomes being assessed
- the weighting of the task
- due date for the task

All tasks to be completed out of class will have an 'Assessment Task Notification' attached as the front cover. Students will be notified, in writing, of any alterations to the schedule or nature of assessment tasks, or of any other changes to assessment procedures or policy.

When a student returns to school from any absence, it is the student's responsibility to enquire about any work set during the absence. If this set work includes assessment task information, the student must approach any teachers concerned, to ensure that the correct information is received, and to discuss any necessary re-arrangements to the scheduling of each task.

TECHNOLOGY AND ASSESSMENT TASKS

Many assessment tasks submitted by students are prepared using technology and are either printed or uploaded for submission. Unfortunately, technology fails or breaks down at the most inopportune times. Faulty equipment, including printing issues are not an acceptable excuse for late submission.

To assist students in the utilisation of technology, the following guidelines should be considered:

- Always complete the work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly
- Submit work using the learning platform advised by your teacher, such as, Google Classroom.
- Print out copies of drafts and keep them, whilst the assignment is in progress
- Bring a copy of the file to school by saving into the cloud, email or on a USB.

MALPRACTICE

Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating.

Examples of behaviour considered to be cheating include:

- copying, buying, stealing, or borrowing someone else's work in part or in whole, and presenting it as their own.
- using material directly from books, journals, CDs or the Internet without acknowledging the source;
- submitting work that contains a large contribution from another person, such as a parent, coach or subject expert, that is not acknowledged;
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs, and journals.
- using any artificial intelligence software in any capacity.

These examples are generally referred to as plagiarism.

Students who submit work for assessment purposes that contain evidence of plagiarism may be awarded a zero mark for the task. A student may make an appeal. It will be the student's responsibility to prove that the submitted work in question is their own.

[General Guidelines For The Use of GAI in Assessment.pdf](#)

POLICY FOR LATE/ NON-COMPLETION OF ASSESSMENT TASKS

Students are always responsible for finding out work missed in their subjects. This includes assessment tasks, written notifications, notes issued in class etc. It is not the responsibility of the teacher to follow up with the student for notification. If a student receives notification of a task later than the rest of the class and reasons are regarded as valid, it is up to the student to negotiate a solution with the class teacher (taking into account practical restraints).

The Head Teacher will make the final decision in these circumstances.

Assessment tasks will be scheduled to be completed / submitted to teachers on or by specified dates throughout each course. Attendance, on the day the assessment task is either to be performed or submitted, is essential. Students will not be allowed to sit for an in-class task or test before the due date unless it is deemed by the head teacher to be an extreme case. Unless circumstances are extenuating, it is expected that students will notify the head teacher of their absence before the date of the task. The student must provide evidence that the absence was/is unavoidable (e.g., a medical certificate).

1. If a student is unable to complete any hand-in assessment task, including online submission, by the due date, they may submit it unfinished and receive marks according to the quality of the work done.

2. If however, the student

(a) does not hand in any evidence of work on or before the due time/ date; or

(b) is absent on the day a hand-in assessment task is due, they will receive a penalty of 10% of the available marks per school day that the task is overdue. After 5 school days, they will receive a zero for that task.

(c) is absent on the day an in-class assessment task is scheduled, they will receive a penalty of 10% of the available marks per lesson that the task is overdue. After 5 School days they will receive a zero for that task. The student must complete the task on the first lesson upon their return.

Note: An estimate may be given for a practical task if it cannot be rescheduled.

3. If a student is found to have engaged in malpractice in an assessment task, they may be awarded a zero mark.

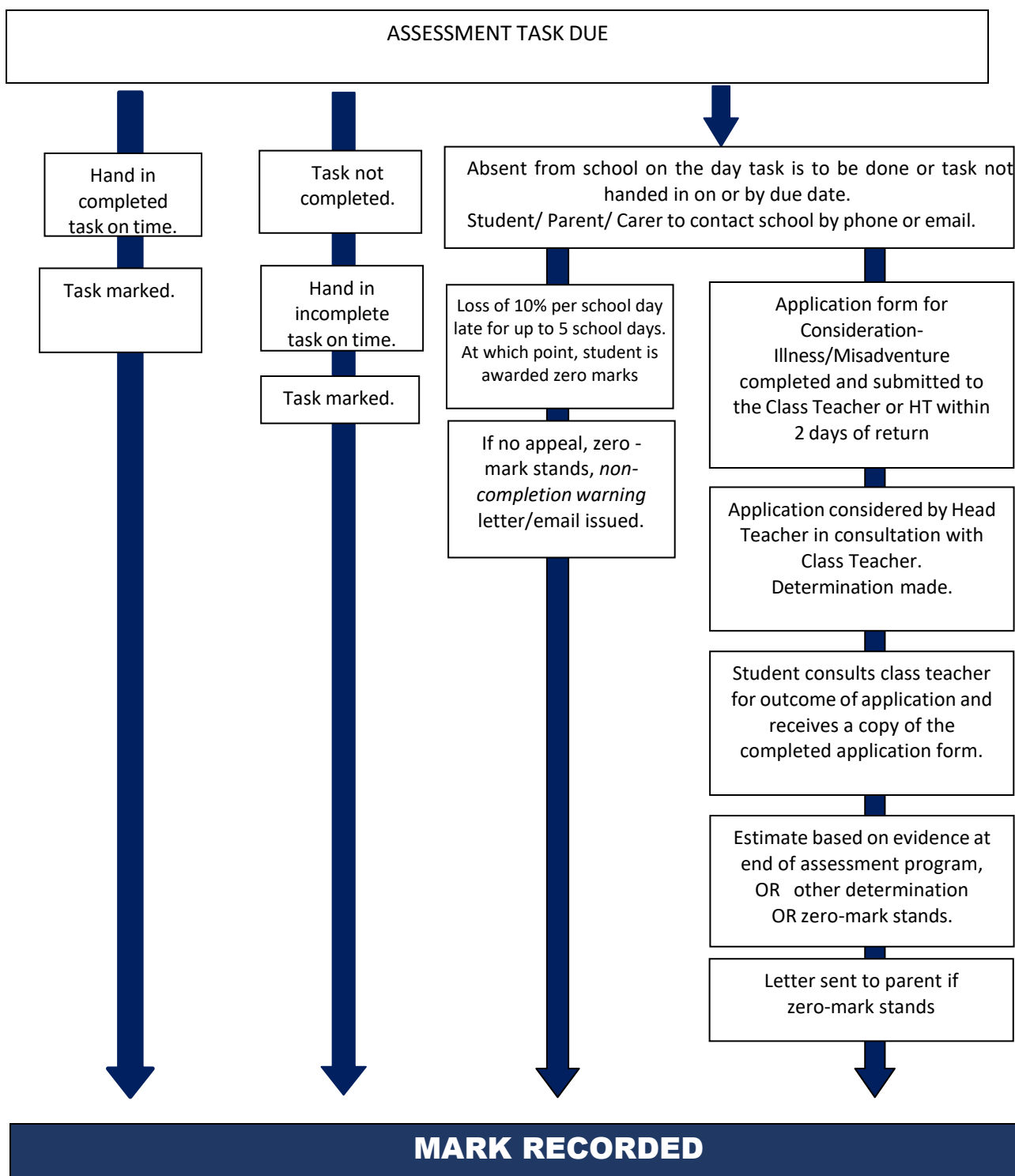
In either 2 (a), (b) or (c) above, the student may request *consideration for illness or misadventure*. This request is to come from the parent/caregiver to the class teacher or head teacher within two school days following the specified due date for the task or by the second day of return to school after an absence which encompasses the due date. See below for further information.

The request for *consideration for illness or misadventure* should outline the reason/s for the illness or misadventure and come with supplementary evidence to support the *consideration for illness or misadventure*

If a student receives a zero mark or has not made a satisfactory attempt at the task, a non-completion warning will be issued. The non-completion warning will outline the task requirements and it will detail the new due date for the completion of the task. This task must be submitted by the new due date, and it must demonstrate a satisfactory attempt.

ASSESSMENT FLOWCHART

If a student knows beforehand that they are going to be absent on the day that an assessment task is due, or is to be conducted, the student must notify their class teacher beforehand.



APPLICATIONS FOR CONSIDERATION OF ILLNESS/MISADVENTURE

Students who have a special circumstance that prevented them from completing an assessment task by the due date or attend a scheduled test/ practical assessment, may request *consideration for illness or misadventure*. This application is made by the student's parent/ carer providing a written justification to the class teacher or head teacher within two school days following the specified due date for the task, or by the second day of return to school after an absence which encompasses the due date.

An Application for Consideration- Illness/Misadventure requires the following information:

1. Written justification from parent/carers. Supporting documentation, such as a Medical Certificate, may also be provided.' *Note: written justification includes parent/carers communication with the school (SMS or phone call) to explain the student's absence.*

Applications may be in respect of:

- Illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the assessment (e.g.: asthma attack, cut hand).
- Misadventure – any event beyond the student's control which allegedly affected the student's performance in the assessment (e.g., death of a friend or family member, involved in traffic accident).
- Limitations on Applications
- Students may only apply in relation to circumstances that occur immediately before or during an assessment and that affect their performance in the assessment.

You cannot submit an application based on:

- long term illnesses such as asthma, epilepsy, or glandular fever, unless you suffer a flare-up of that condition during the assessment
- the same grounds for which you received disability provisions, unless you experience additional difficulties during an assessment
- Computer/printer/technology malfunctions or difficulties
- Misreading the assessment timetable, instructions, or notification
- Not understanding assessment commitment when on approved family leave

The application will be reviewed by the class teacher and the head teacher of the course. A determination will be made and a recommendation given. Once this determination is made, the decision is final.

ASSESSMENT SCHEDULE SUMMARY

The purpose of the schedule below is to assist students to plan and prepare for assessment tasks. Due to unforeseen circumstances, there will be occasions where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

Term 1 Week / Date	Subjects with a scheduled task:
2 3/02	
3 10/02	
4 17/02	
5 24/02	
6 03/03	PDHPE
7 10/03	NAPLAN
8 17/03	NAPLAN, Science, Visual Arts
9 24/03	
10 31/03	Visual Arts
11 07/04	
	Music (Theory assessment ongoing throughout the semester – performance dates TBA) Technology Mandatory (each context focus area has a project-based assessment tasks that is worked on throughout the term) PDHPE Practical and Participation is assessed throughout the whole semester.

Term 2 Week / Date	Subjects with a scheduled task:
1 28/04	
2 05/05	History
3 12/05	Visual Arts
4 19/05	English, Mathematics
5 26/05	Half Yearly Examination Week – History Visual Arts
6 02/06	
7 09/06	
8 16/06	Science
9 23/06	
10 30/06	
	Technology Mandatory (each context focus area has a project-based assessment tasks that is worked on throughout the term) PDHPE Practical and Participation is assessed throughout the whole semester.

Term Week / Date	3	Subjects with a scheduled task:
1	21/07	
2	28/07	History
3	04/08	
4	11/08	
5	18/08	
6	25/08	PDHPE, Mathematics
7	01/09	Mathematics, English
8	08/09	English Visual Arts
9	15/09	Science
10	22/09	Visual Arts
		Music (Theory assessment ongoing throughout the semester – performance dates TBA) Technology Mandatory (each context focus area has a project-based assessment tasks that is worked on throughout the term) PDHPE Practical and Participation is assessed throughout the whole semester.

Term Week / Date	4	Subjects with a scheduled task:
1	13/10	
2	20/10	
3	27/10	Visual Arts
4	03/11	Yearly Examination Week – Science, Mathematics, English, History
5	10/11	
6	17/11	
7	24/11	
8	01/12	
9	08/12	
10	15/12	
		Technology Mandatory (each context focus area has a project-based assessment tasks that is worked on throughout the term) PDHPE Practical and Participation is assessed throughout the whole semester.

Year 7 English

Assessment Schedule 2025

Course Outline

Term 1	Term 2	Term 3	Term 4
Australian Perspectives	Myths and Legends	A Picture Tells a Thousand Words: Picture Books	All the World's a Stage

Assessment Tasks

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Imaginative Writing	Analytical Paragraph	Examination	
Date	Term 2 Week 4	Term 3 Week 7	Term 4 Week 4	
Outcomes Assessed	EN4-ECA-01 EN4-URA-01 EN4-RVL-01 EN4-ECB-01	EN4-ECB-01 EN4-ECA-01 EN4-URC-01 EN4-URB-01	EN4-ECA-01 EN4-URA-01	
Total %	30	30	40	100

Outcomes

EN4-RVL-01 uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction

EN4-URA-01 analyses how meaning is created through the use of and response to language forms, features and structures

EN4-URB-01 examines and explains how texts represent ideas, experiences and values

EN4-URC-01 identifies and explains ways of valuing texts and the connections between them

EN4-ECA-01 creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas

EN4-ECB-01 uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

Year 7 History

Assessment Schedule 2025

By the end of Stage 4, students describe the nature of history and archaeology, and explain their contribution to an understanding of the past. They describe major periods of historical time and sequence events, people and societies from the past. Students recognise and explain patterns of change and continuity over time and explain the causes and consequences of events and developments. They describe and assess the motives and actions of people in the past. Students demonstrate an understanding of the causes and effects of events, past societies and developments over time.

Students sequence events and developments within a chronological framework with reference to periods of time. They select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. They identify and describe the meaning, purpose and context of historical sources and use the evidence from these sources to support historical narratives and explanations. They identify and describe different contexts, perspectives and interpretations of the past. Students identify and explain different points of view in sources. They develop texts, particularly descriptions and explanations. In developing these texts, and organising and presenting their findings, they use historical terms and concepts. They use evidence in sources and acknowledge their sources of information. They select and use appropriate oral, written, visual and/or digital forms to communicate about the past. Students undertake a relevant site study either by visiting an actual site or through a virtual source.

Students in each class complete the following during each semester:

Course Outline

Term 1	Term 2	Term 3	Term 4
Investigating the Ancient Past (including Ancient Australia)	The Mediterranean World: Egypt/ The Asian World Ancient China	The Asia-Pacific World: Polynesia/ The Western and Islamic World Vikings	The Western and Islamic World: Vikings /Aboriginal and Indigenous Peoples, Colonisation and Contact History

Assessments

	Semester One	Semester Two		Weighting %
Topic	Investigating the Ancient Past	The Asia- Pacific World	All Topics covered	
Nature of task	Ancient Personality Research Task	Historical Artifact task	Yearly Examination	
Date	Week 2, Term 2	Week 2, Term 3	Week 6, Term 3	
Outcomes	HT4-1, HT4-3, HT4-4, HT4-5	HT4-5, HT4-6, HT4-9, HT4-10	All outcomes	
Total %	30%	35%	35%	100

Style of Tasks:

Research Task - Assessing ability to acquire, process and communicate historical information.

Historical Artifact Task – Understanding the importance of historical artifacts to effectively explain past societies. Creation of an artefact and written activity.

Examination: Conducted as a final review and measure of the student's performance across all course outcomes.

Outcomes

HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past

HT4-2 describes major periods of historical time and sequences events, people and societies from the past

HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies

HT4-4 describes and explains the causes and effects of events and developments of past societies over time

HT4-5 identifies the meaning, purpose and context of historical sources

HT4-6 uses evidence from sources to support historical narratives and explanations

HT4-7 identifies and describes different contexts, perspectives and interpretations of the past

HT4-8 locates, selects and organises information from sources to develop an historical inquiry

HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past

HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past

Year 7 Mathematics

Assessment Schedule 2025

Course Outline

Term 1	Term 2	Term 3	Term 4
Computation with Integers Understanding Fractions and Decimals	Understanding Percentages Indices Angle Relationships	Computation with Fractions, Decimals and Percentages Data Classification and Visualisation	Algebraic Techniques Data Analysis Probability

Assessment Tasks

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Class Test	Class Test/Assignment	Class Test	
Date	Term 2 Week 4	Term 3 Week 6	Term 4 Week 4/5	
Outcomes Assessed	MAO-WM-01 MA4-INT-C-01 MA4-FRC-C-01	MAO-WM-01 MA4-IND-C-01 MA4-ANG-C-01 MA4-FRC-C-01	MAO-WM-01 MA4-DAT-C-01 MA4-ALG-C-01	
Total	30%	30%	40%	

Outcomes

MAO-WM-01 develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.

MA4-INT-C-01 compares, orders and calculates with integers to solve problems.

MA4-FRC-C-01 represents and operates with fractions, decimals and percentages to solve problems.

MA4-IND-C-01 operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws.

MA4-ANG-C-01 applies angle relationships to solve problems, including those related to transversals on sets of parallel lines.

MA4-ALG-C-01 generalises number properties to operate with algebraic expressions including expansion and factorization.

MA4-DAT-C-01 classifies and displays data using a variety of graphical representations.

MA4-DAT-C-02 analyses simple datasets using measures of centre, range and shape of the data.

MA4-PRO-C-01 solves problems involving the probabilities of simple chance experiments.

Year 7 Music

Assessment Schedule 2025

Course Outline

Semester 1 or 2
Students will develop knowledge, understanding and skills in the musical concepts through performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques. They will perform musical compositions and arrangements individually and/or in groups. Students will learn to organise musical ideas into simple compositions both individually and in groups and creating simple compositions both individually and in groups. Students will develop knowledge, understanding and skills in the musical concepts through listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts. They will learn to identify how concepts of music have been used and manipulated in a range of repertoire.

Assessment Tasks

Task number	Task 1	Task 2	Task 2	Weighting %
Nature of task	Performance	Listening	Composing	
Date	Performance Dates TBA	Ongoing	Ongoing	
Outcomes Assessed	4.2 4.3	4.7 4.9	4.4 4.6	
Total	50	25	25	

Outcomes

- 4.1 performs in a range of musical styles demonstrating an understanding of musical concepts
- 4.2 performs music using different forms of notation and different types of technology across a broad range of musical styles
- 4.3 performs music demonstrating solo and/or ensemble awareness
- 4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
- 4.5 notates compositions using traditional and/or non-traditional notation
- 4.6 experiments with different forms of technology in the composition process
- 4.7 demonstrates an understanding of the musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
- 4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
- 4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
- 4.10 identifies the use of technology in the music selected for study, appropriate to the musical context

Year 7 Personal Development, Health and Physical Education Assessment Schedule 2025

Course Outline

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Who Am I? Fundamental Movement Skills (Modified Games) 	<ul style="list-style-type: none"> Don't Be a Bully Individual Pursuits (Athletics/Fitness) 	<ul style="list-style-type: none"> Move It or Lose It Invasion Games (Basketball/Netball/Soccer/Frisbee) 	<ul style="list-style-type: none"> Safety First Summer in Australia (Cricket/Tennis/Volleyball) Swim School

Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Vaping Research Task plus ongoing bookwork	Practical Skills and Participation Semester 1	Sports Research Task plus ongoing bookwork	Practical skills and Participation Semester 2	
Date	Week 6, Term 1	Ongoing throughout the Semester	Week 6, Term 3	Ongoing throughout the Semester	
Outcomes Assessed	PD4-1 PD4-6	PD4-4 PD4 5 PD4-6	PD4-2 PD4-1	PD4-4 PD4-5 PD4-6	
Total	25	25	25	25	

Outcomes

PD4-1 examines and evaluates strategies to manage current and future challenges

PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others

PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships

PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts

PD4-5 transfers and adapts solutions to complex movement challenges

PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity

Year 7 Science

Assessment Schedule 2025

Course Outline

Term 1	Term 2	Term 3	Term 4
Topic 1 - Intro to Science Topic 2 - Mixtures	Topic 3 - Cells Topic 4 - Classification	Topic 5 – Matter Topic 6 - Ecology	Topic 7 – Space Topic 8 - Energy

Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Mixtures Research and Design	Classification Practical Task	Ecology Research Task	Yearly Examination	
Date	Week 8, Term 1	Week 8, Term 2	Week 9, Term 3	Weeks 4/5, Term 4	
Outcomes Assessed	SC4-4WS SC4-5WS SC4-8WS SC4-16CW	SC4-6WS SC4-9WS SC4-14LW	SC4-7WS SC4-9WS SC4-15LW	SC4-14LW SC4-16CW SC4-12ES SC4-11PW	
Total %	25	25	25	25	

Outcomes

SC4-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them.

SC4-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures.

SC4-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations.

SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge.

SC4-5WS collaboratively and individually produces a plan to investigate questions and problems.

SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually.

SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions.

SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems.

SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations.

SC4-10PW describes the action of unbalanced forces in everyday situations.

SC4-11PW discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations.

SC4-12ES describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system.

SC4-13ES explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management.

SC4-14LW relates the structure and function of living things to their classification, survival and reproduction.

SC4-15LW explains how new biological evidence changes people's understanding of the world.

SC4-16CW describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles.

SC4-17CW explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life.

Year 7 Technology Mandatory Assessment Schedule 2025

Course Outline

The study of Technology Mandatory in Years 7–8 enables students to become responsible users of technologies and designers of solutions. Through the practical application of knowledge and understanding, students develop skills in the safe use of a range of technologies to design, produce and evaluate solutions to identified needs and opportunities.

Students learn about:

WHS and Risk Management	Design
Materials	Workplace Communication Skills
Equipment, Tools and Machines	Societal & Environmental Impact

Context Focus Areas

Engineering Technologies and Systems	Digital and Communication Technologies	Food and Agricultural Practices	Material and Production Processes (Textiles, Timber, Metal)
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Assessment Tasks

Task Number	Task 1*	Weighting %
Nature of task	In-class Project & Folio	
Date	Ongoing*	
Outcomes Assessed	See below	
Components		
Design Project	70	
Folio/Research Task	20	
Classroom Observations	10	
Total	100	100

**Please note there will be an assessment task for each different Context Focus Area studied. Students will be notified of the due date for each task by their teacher at least two weeks prior to the due date. The components of the task will be as outlined on the table.*

Outcomes

TE4-SDP-01 explains relationships between sustainability, design and production

TE4-PDP-01 describes the practices and processes of designers and producers

TE4-MSC-01 explains how materials, systems and components contribute to solutions

TE4-PPM-01 applies processes in the planning, management and production of projects

TE4-DES-01 communicates and evaluates design ideas and solutions

TE4-SAF-01 selects and safely uses tools, materials, technologies and processes

TE4-DIG-01 demonstrates technological literacy to safely interact in digital environments

TE4-DIG-02 uses data and digital systems to code, design and produce projects

Year 7 Visual Arts

Assessment Schedule 2025

Course Outline

Term 1	Term 2 and 3	Term 4
Students are introduced to the Elements and Principles of Art & Design. Students will begin to understand the importance of a Visual Arts Process Diary (VAPD) as a form of documentation of their artmaking practice. Students will learn about the artmaking practice of Mulga The Artist. They will consolidate their knowledge of the Elements & Principles of Art & Design by creating their own Mulga inspired Australian animal character.	Student will gain a deep understanding of the subject of Portraiture, and the ways we can depict people through art. They will create a portfolio of work after undertaking a range of artmaking activities including tonal drawings, oil pastel or acrylic paint portraits, foam board etchings, watercolours and digital media. Students are introduced to the artmaking practice of Kimmy Cantrell. They will be inspired to create their own clay mask, using the slab method and other hand building techniques. Students will be encouraged to manipulate shape and colour to create a unified composition. They will need to consider the form when designing their mask.	The focus of this unit is to appreciate and understand the ideas that artists are trying to convey throughout street art. Students will explore freedom of expression vs. crime and punishment. They will complete several artmaking activities that encourage students to communicate meaning in their artworks. They will consolidate their learning by creating a mixed media work that utilises the different techniques learnt throughout the unit.

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %	
Nature of task	C&HS: Interpretative analysis of two artworks	Artmaking: Mulga Inspired Artwork	C&HS: Comparative analysis of two artworks	Artmaking: Portraiture Portfolio		
Date	Week 8, Term 1	Week 3, Term 2	Week 8, Term 3	Week 3, Term 4		
Outcomes Assessed	4.8, 4.9	4.2, 4.4, 4.5	4.7, 4.10	4.1, 4.3, 4.6		
Components						
Artmaking	-	20	-	30		
Critical & Historical Studies	20	-	20	-		
Visual Arts Diary	-	5	-	5		
Total	20	25	20	35		100

Outcomes

- 4.1** uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 4.2** explores the function of and relationships between artist – artwork – world – audience
- 4.3** makes artworks that involve some understanding of the frames
- 4.4** recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 4.5** investigates ways to develop meaning in their artworks
- 4.6** selects different materials and techniques to make artworks
- 4.7** explores aspects of practice in critical and historical interpretations of art
- 4.8** explores the function of and relationships between the artist – artwork – world – audience
- 4.9** begins to acknowledge that art can be interpreted from different points of view
- 4.10** recognises that art criticism and art history construct meanings