



HASTINGS
SECONDARY COLLEGE

EXCELLENCE – INNOVATION – OPPORTUNITY – SUCCESS

YEAR 7 ASSESSMENT BOOKLET 2024

WESTPORT CAMPUS

YEAR 7 ASSESSMENT BOOKLET

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

Tuesday 30th January

Concludes

Friday 12th April

Term 2 – 10 weeks

Commences

Monday 29th April

Concludes

Friday 5th July

Term 3 – 10 weeks

Commences

Monday 22nd July

Concludes

Friday 27th September

Term 4 – 10 weeks

Commences

Monday 14th October

Concludes

Friday 20th December

OBJECTIVES OF ASSESSMENT

The purpose of 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.

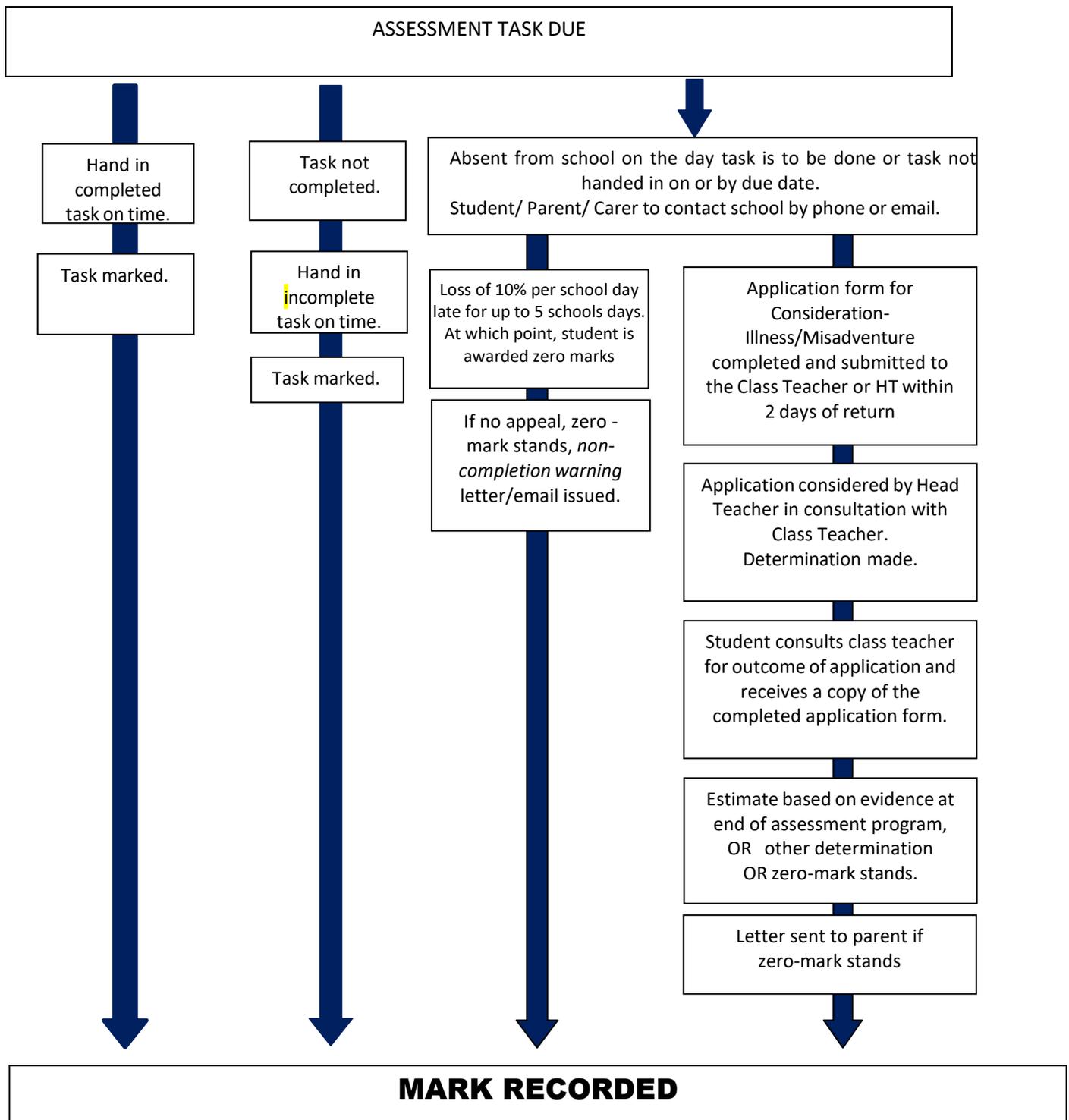
In either 2 (a), (b) or (c) above, the student may request *consideration for illness or misadventure*. This request is to come from the parent/caregiver to the class teacher or head teacher within two school days following the specified due date for the task or by the second day of return to school 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 30/01	
3 06/02	
4 13/02	
5 20/02	
6 27/02	PDHPE
7 06/03	NAPLAN
8 13/03	NAPLAN, Science, English
9 20/03	HSIE
10 27/03	Visual Arts
11 03/04	
	Music (Theory assessment ongoing throughout the semester – performance dates TBA) Technology Mandatory (Food, Textiles, Timber and Metal are all project assessment tasks that are worked on throughout each term to complete) PDHPE Practical and Participation is assessed throughout the whole semester.

Term 2 Week / Date	Subjects with a scheduled task:
1 24/04	
2 01/05	
3 08/05	
4 15/05	Mathematics
5 22/05	Half Yearly Examination Week – History Visual Arts
6 29/05	
7 05/06	English
8 12/06	Science
9 19/06	
10 26/06	
	Technology Mandatory (Food, Textiles, Timber and Metal are all project assessment tasks that are worked on throughout each term to complete) PDHPE Practical and Participation is assessed throughout the whole semester.

Term 3 Week / Date	Subjects with a scheduled task:
1 17/07	
2 24/07	
3 31/07	
4 07/08	
5 14/08	
6 21/08	PDHPE, Mathematics
7 28/08	History, English (over two weeks)
8 04/09	English
9 11/09	
10 18/09	Science, Visual Arts
	Music (Theory assessment ongoing throughout the semester – performance dates TBA) Technology Mandatory (Food, Textiles, Timber and Metal are all project assessment tasks that are worked on throughout each term to complete) PDHPE Practical and Participation is assessed throughout the whole semester.

Term 4 Week / Date	Subjects with a scheduled task:
1 09/10	
2 16/10	
3 23/10	
4 30/10	Yearly Examination Week – Science, Mathematics, English
5 06/11	Visual Arts
6 13/11	
7 20/11	
8 27/11	
9 04/12	
10 11/12	
11 18/12	
	Technology Mandatory (Food, Textiles, Timber and Metal are all project assessment tasks that are worked on throughout each term to complete) PDHPE Practical and Participation is assessed throughout the whole semester.

Year 7 English

Assessment Schedule 2024

Course Outline

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

Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Creative Writing	Analytical Paragraph	Multimodal Presentation with Reflection	Examination	
Date	Week 8, Term 1	Week 7, Term 2	Week 7/8, Term 3	Week 4, Term 4	
Outcomes Assessed	EN4-ECA-01, ENA-URC-01, ENA-URB-01	EN4-ECA-01, EN4-URA-01, EN4-RVL-01 URB-01, EN4-ECB-01	EN4-ECB-01, EN4-ECA-01, EN4-URC-01, EN4-URB-01	EN4-ECA-01, EN4-URA-01	
Total	25	25	25	25	

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 2024

Course Outline

Term 1	Term 2	Term 3	Term 4
Investigating the Ancient Past (including Ancient Australia)	- The Asian World: China - The Mediterranean World: Egypt	- The Asia-Pacific World: Polynesian Expansion Across the Pacific - The Western and Islamic World: Medieval Europe	- The Western and Islamic World: Medieval Europe (ctd.) - Expanding Contacts: The Spanish Conquest of the Americas

Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Personality Research Task	Mid-Course Examination	Museum Artefact and Identification Tag	End of Course Examination	
Date	Week 9, Term 1	Week 5, Term 2	Week 8, Term 3	Week 4, Term 4	
Outcomes Assessed	HT4-1, HT4-6, HT4-8, HT4-9, HT4-10	HT4-1, HT4-2, HT4-5, HT4-9, HT4-10	HT4-6, HT4-8, HT4-9, HT4-10	HT4-2, HT4-3, HT4-5, HT4-6	
Total	20	25	20	35	

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 2024

Course Outline

Term 1	Term 2	Term 3	Term 4
Computation with Integers Understanding Fraction 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	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	100

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.

Assessment Schedule 2024

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

Assessment Schedule 2024

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	In class test plus ongoing bookwork	Practical Skills and Participation Semester 1	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

Assessment Schedule 2024

Course Outline

Term 1	Term 2	Term 3	Term 4
<p>1. Introduction to Science Before you start any science, you must learn laboratory safety rules and how to use equipment appropriately.</p> <p>2. Mixtures To be able to separate mixtures, we need to know about solubility and particular processes in separating mixtures. This knowledge can be applied to our everyday lives.</p>	<p>3. Cells Cells are the basic units of all living things. Plant and animal cells are investigated looking at structure and functions using microscopy techniques.</p> <p>4. Classification Taxonomists sort biological organisms into groups according to similarities in their structures and functions to help study the variety of life on Earth.</p>	<p>5. Space Students will learn why night and day occur, why there are seasons and describe relative sizes, distances and movement of components of our solar system.</p> <p>6. Ecology It is important to understand the way we live and how we fit into the environment.</p>	<p>7. Matter Matter is what all things are made of. Naturally occurring materials can have different properties; solid, liquid or gas.</p> <p>8. Energy Without energy there would be no change and no movement. Energy is released in different forms including heat, light and sound. Our energy comes from the food we eat.</p>

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 10, Term 3	Week 4, Term 4	
Outcomes Assessed	SC4-2VA SC4-4WS SC4-5WS SC4-8WS SC4-16CW	SC4-6WS SC4-9WS SC4-14LW	SC4-7WS SC4-9WS SC4-15LW	SC4-14LW SC4-15LW SC4-16CW SC4-12ES SC4-11PW	
Components					
Skills in Working Scientifically	15	20	20	5	
Knowledge & Understanding	10	5	5	20	
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 2024

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

Engineered Systems	Agriculture and Food Technologies	Material Technology: Textiles	Material Technology: Timber	Material Technology: Metal
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Assessment Tasks

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

TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities

TE4-2DP plans and manages the production of designed solutions

TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects

TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language

TE4-5AG investigates how food and fibre are produced in managed environments

TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating

TE4-7DI explains how data is represented in digital systems and transmitted in networks

TE4-8EN explains how force, motion and energy are used in engineered systems

TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions

TE4-10TS explains how people in technology related professions contribute to society now and into the future

Year 7 Visual Arts

Assessment Schedule 2024

Course Outline

Term 1 or 3	Term 2 or 4
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. This unit aims to foster a love for the Visual Arts. Students are encouraged to consider why we study art and its purpose.	Students are introduced to the Pop Art Movement and will learn about the conventions of the genre by creating their own loaded donut out of clay. Students are encouraged to think about the relationship between the agencies of the art world when designing their sculpture. They will learn basic clay hand-building techniques, including pinch pot and slip and scoring. Students will explore the practice of key Pop Artists.

Assessment Tasks

Task number	Task 1	Task 2	Weighting %
Nature of task	Mulga The Artist Inspired Artwork	Pop Art Clay Sculpture	
Date	Week 10, Term 1 or 3	Week 5, Term 2 or 4	
Outcomes Assessed	4.1, 4.4, 4.6, 4.7, 4.9	4.1,4.3,4.6, 4.7,4.10	
Components			
Artmaking	30	30	
Critical & Historical Studies	15	15	
Visual Arts Diary	5	5	
Total	50	50	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