



**YEAR 7**

**ASSESSMENT INFORMATION**

**2024**

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## ASSESSMENT AND REPORTING IN STAGE 4

### A-E Grading

The A to E grading scale lets teachers report student academic achievements at any point in time using clear standards.

Achievement standards have two important components. These can be thought of in terms of **what** and **how well**.

**What** students are expected to learn and **how well** they have achieved.

The A to E grade scale summarises the standard (or quality) of achievement associated with each grade. The scale describes:

- the depth of knowledge and understanding and
- the range of skills that students working at that standard typically show.

Grades are given for individual achievement. Students will get the grade that best matches the standard of their achievement. Teachers are **not** limited to set numbers of each grade within their class or school.

Grades are one aspect of school reporting to parents. Other important tools include:

- teacher comments
- parent-teacher interviews and
- information about student effort and application.

## THE COMMON GRADE SCALE

### DESCRIBES PERFORMANCE AT EACH OF FIVE GRADE LEVELS

The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years in all NSW schools.

- 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 sound 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.

## REQUIREMENTS OF STUDENTS

**The class will be given two weeks notice of the specific date and nature of any assessment task.** It is the responsibility of any absent student to ask the teacher about the assessment task. All students are responsible for ensuring that they understand the school's policies on assessment.

**Students are required to complete all assessment tasks in every course.** All tasks must be attempted to the best of their ability so that they demonstrate maximum level of achievement. It is the responsibility of the student to demonstrate, through application and achievement, that they have met the requirements of the course.

**Assessment Tasks/Examinations and non-completion – STAGE 4.** It is essential that students present for and/or complete all assessment tasks/examinations. Where a task cannot be completed on time, the following special procedures will be implemented in all courses in all subjects.

### **Non completion without a valid reason**

Where there is no valid reason for non-completion or late submission of an assessment task/examination, a mark of zero will be awarded, however, the student must still complete the task to demonstrate their achievement of the task outcomes.

### **Absence due to illness/misadventure**

The following will be required in order to decide whether or not a student has a valid reason for non-completion of a task:

- a) **PRIOR NOTIFICATION** of absence from the task from a parent/guardian. Other than in exceptional cases (e.g. accident on the way to school) the school/teacher must be contacted **BEFORE** the task takes place, in person, by phone or letter.
- b) A **WRITTEN STATEMENT** from the student's parent/guardian explaining the absence and/or A **DOCTOR'S CERTIFICATE** must be provided where illness is involved. Other official documentation will be required in the case of misadventure.

**NOTE:** A *Parental Statement* and/or a *Doctor's Certificate* must be received at school on **the first day back after the missed task**. This documentation is to be handed to the relevant Head Teacher or Deputy.

**Important Note:** Technology failure is not an acceptable reason for lateness unless the student can provide proof (e.g. printed copy) that the work has been completed.

### **Due to leave other than illness/misadventure**

Leave, for reasons other than illness/misadventure, authorised by the Principal, is a valid reason for non-completion of an assessment task/examination by the due date. Students, however, must see the Head Teacher of that subject to negotiate another time to sit for the assessment. Students who take unauthorised leave will receive a zero mark. The task still needs to be completed in order to demonstrate achievement of outcomes.

**Students are required to submit their own work and not the work of other students.** Unethical conduct in an assessment task will result in a zero mark. If a student uses another person's work without giving credit for that work they are engaging in plagiarism, which will result in a zero mark. Cases of cheating during examinations will also result in zero marks. Parents will be notified in writing of any zero-mark awarded for dishonest and/or unethical conduct. Students submitting



answers that are generated using artificial intelligence platforms, and presenting this as their own work constitutes malpractice. Our school uses Turn It In, and this program detects plagiarism and has a function to capture information generated using artificial intelligence platforms. In the event that plagiarism is detected a student will receive a mark of zero.

**Students will be informed of their results for each assessment task.** Students must ensure that any questions that they have about the marks awarded or comments made for an individual piece of work are resolved at the time the work is handed back. Full school reports will be completed twice a year.

**Students who transfer to The Forest High School** after the assessment program has begun will have their final grade prepared based on the assessment tasks completed since their arrival. If insufficient assessment results are available, the student's previous school may be contacted for information regarding the student's performance relative to the Common Grade Scale.

### **UNSATISFACTORY ATTENDANCE**

It is the responsibility of students and their parents to ensure that students attend school. The Principal and/or other appropriate staff will interview students who have poor attendance records. Students and parents will be notified in writing if attendance, both whole and partial, is in danger of becoming unsatisfactory. The Principal may determine that, as a result of a student's poor attendance, the course completion criteria may not be met.

## APPENDIX 1

### ILLNESS / MISADVENTURE APPLICATION

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Subject: \_\_\_\_\_

Class Teacher: \_\_\_\_\_

Type of Task: \_\_\_\_\_

Due Date: \_\_\_\_\_

I hereby apply for consideration with respect to the task for the following reasons: (Documentary evidence from Parent/Doctor must be provided other than in exceptional circumstances)


In applying for this special consideration, I assure the Principal that the information given above is accurate and that I am not seeking unfair advantage over other students in this course

Student: \_\_\_\_\_ Parent / Caregiver: \_\_\_\_\_

#### Recommendation of Teacher/ Head Teacher:


Teacher: \_\_\_\_\_ Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Deputy Principal Outcome:


Deputy Principal: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX 2

### SAMPLE LETTER OF UNACCEPTABLE ATTITUDE/APPLICATION IN CLASS

The following letter is sent to parents/guardians when a student is not applying themselves in class.

\*

*Dear Charles & Isabelle Scott*

*Unacceptable Attitude/Application in Music Classes: Bon Scott Year 7*

*Bon Scott has failed to maintain an acceptable level of attitude and application in Music. This behaviour could result in a poor report at the end of the semester unless Bon makes a greater effort. This particular letter has been sent in relation to the incident outlined below:*

*Playing too loudly and disturbing other students.*

*The work Bon is asked to attempt is an essential part of the learning process and this failure to keep up with his work may eventually mean he shall be deemed not to have satisfied some outcomes of the course. Please discuss this matter with Bon.*

*Please do not hesitate to contact me by telephone on 02 94515111 if you would like to discuss this matter further.*

\*

Where the letter includes non-submission or completion of an assessment task, you will be provided a copy of the notification and your child will have two weeks to complete the outstanding work.

If your child requires additional support to complete assessment tasks, contact the Year Adviser for advice on accessing assistance through Learning Support or the Teacher Librarian.



# STAGE 4 COURSES



## English

### Semester One

Unit Title	Task Mode(s) / Weighting	Outcomes Assessed	Term, Week
Powerful Youth Voices	25%	EN4-URB-01 EN4-URC-01	Week 8, Term 1
Novel Study	25%	EN4-URA-01 EN4-ECA-01	Week 5, Term 2

### Semester Two

Unit Title	Task Mode(s) / Weighting	Outcomes Assessed	Term, Week
Voices of Australia	25%	EN4-RVL-01 EN4-ECB-01	Week 3, Term 3
Introduction to Shakespeare	25%	EN4-ECA-01 EN4-ECB-01	Week 2, Term 4

### Stage 4 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

## History

### Semester 1 (Term 1-2)

Task and Due Date:	Description of Task:	Area of Learning:
<b>Task 1:</b> Term 1 Week 7 7B – Monday Period 4 (11/3/24) 7D – Tuesday Period 2 (12/3/24)	Investigating the Ancient Past – <b>Exam</b> (40%) <i>Assessment as learning</i>	AL1, AL2, AL3
<b>Task 2:</b> Term 4 Week 4 7B – Monday Period 4 (20/5/24) 7D – Tuesday Period 2 (21/5/24)	Ancient Egypt – <b>In-Class Essay</b> (40%) <i>Assessment of learning</i>	AL2, AL3, AL4
<b>Task 3:</b> Terms 1 and 2	Class Mark and Bookwork (20%)	AL1, AL4

Your report will record your **final grade** and the **level** you achieved in the course outcomes. All assignments **must be submitted** as a course requirement. **They must be submitted by the due date** otherwise a **mark of zero** will be awarded without an acceptable reason as deemed by the Head Teacher. Any absence from a test or in class assignment must be completed in the first lesson back.

**Students are required to submit their own work.** Plagiarism or work that is the work of other students will receive a zero mark.

Areas of Learning:	Outcomes:
<b>AL1:</b> Develop knowledge and understanding of the <b>nature and significance</b> of History	<b>HT4-1</b> describes the nature of history and archaeology and explains their contribution to an understanding of the past <b>HT4-2</b> describes major periods of historical time and sequences events, people and societies from the past
<b>AL2:</b> Develop knowledge and understanding of <b>ideas, movements, people and events</b> that <b>shaped</b> past civilisations	<b>HT4-3</b> describes and assesses the motives and actions of past individuals and groups in the context of past societies <b>HT4-4</b> describes and explains the causes and effects of events and developments of past societies over time
<b>AL3:</b> Develop skills to undertake the process of <b>historical inquiry</b>	<b>HT4-5</b> identifies the meaning, purpose and context of historical sources <b>HT4-6</b> uses evidence from sources to support historical narratives and explanations <b>HT4-7</b> identifies and describes different contexts, perspectives and interpretations of the past <b>HT4-8</b> locates, selects and organises information from sources to develop an historical inquiry
<b>AL4:</b> Develop skills to <b>communicate</b> their understanding of history	<b>HT4-9</b> uses a range of historical terms and concepts when communicating an understanding of the past <b>HT4-10</b> selects and uses appropriate oral, written, visual and digital forms to communicate about the past

## History

### Semester 2 (Term 3-4):

Task and Due Date:	Description of Task:	Area of Learning:
<b>Task 1:</b> Term 2, Week 5	Investigating the Ancient Past – <b>Exam</b> (40%) <i>Assessment as learning</i>	AL1, AL2, AL3
<b>Task 2:</b> Term 2, Week 4	Ancient Egypt – <b>In-Class Essay</b> (40%) <i>Assessment of learning</i>	AL2, AL3, AL4
<b>Task 3:</b> Terms 3 ,and 4	Class Mark and Bookwork (20%)	AL1, AL4

Your report will record your **final grade** and the **level** you achieved in the course outcomes. All assignments **must be submitted** as a course requirement. **They must be submitted by the due date** otherwise a **mark of zero** will be awarded without an acceptable reason as deemed by the Head Teacher. Any absence from a test or in class assignment must be completed in the first lesson back.

**Students are required to submit their own work.** Plagiarism or work that is the work of other students will receive a zero mark.

Areas of Learning:	Outcomes:
<b>AL1:</b> Develop knowledge and understanding of the <b>nature and significance</b> of History	<b>HT4-1</b> describes the nature of history and archaeology and explains their contribution to an understanding of the past <b>HT4-2</b> describes major periods of historical time and sequences events, people and societies from the past
<b>AL2:</b> Develop knowledge and understanding of <b>ideas, movements, people and events</b> that <b>shaped</b> past civilisations	<b>HT4-3</b> describes and assesses the motives and actions of past individuals and groups in the context of past societies <b>HT4-4</b> describes and explains the causes and effects of events and developments of past societies over time
<b>AL3:</b> Develop skills to undertake the process of <b>historical inquiry</b>	<b>HT4-5</b> identifies the meaning, purpose and context of historical sources <b>HT4-6</b> uses evidence from sources to support historical narratives and explanations <b>HT4-7</b> identifies and describes different contexts, perspectives and interpretations of the past <b>HT4-8</b> locates, selects and organises information from sources to develop an historical inquiry
<b>AL4:</b> Develop skills to <b>communicate</b> their understanding of history	<b>HT4-9</b> uses a range of historical terms and concepts when communicating an understanding of the past <b>HT4-10</b> selects and uses appropriate oral, written, visual and digital forms to communicate about the past

## Geography

### Semester 1 (Term 1-2):

Task and Due Date:	Description of Task:	Area of Learning:
<b>Task 1:</b> Term 1, Week 10 2 <sup>nd</sup> April 2024 7A: P2 7C: P2 7E: P4	<i>Research and Skills Task</i> <i>Place and Liveability</i> <i>Assessment as learning</i>  <i>40% of overall marks</i>	AL1, AL2 , AL4, AL5, AL6
<b>Task 2:</b> Term 2, Week 6 3 <sup>rd</sup> June 2024 7A: P4 7C: P5 7E: P4	Skills and Short answer Water and the World <i>Assessment of learning</i>  <i>40% of overall marks</i>	AL1, AL2, AL3, AL4, AL 5
<b>Task 3:</b> Terms 1 and 2	Class Mark Bookwork, homework and participation  20% of overall marks	AL6

Your report will record your final grade and the level you achieved in the course outcomes. All assignments must be submitted as a course requirement. **They must be submitted by the due date otherwise a mark of zero will be awarded** without an acceptable reason as deemed by the Head Teacher. Any absence from a test or in class assignment must be completed in the first lesson back.

Students are required to submit their own work. Plagiarism or work that is the work of other students will receive a zero mark.

Areas of Learning:
<b>AL1:</b> Locates and describes the diverse features and characteristics of a range of places and environments and the processes that form and transform them
<b>AL2:</b> Explains how interactions and connections between people, places and environments result in change and examines different perspectives of people and organisations on a range of geographical issues
<b>AL3:</b> Discuss management of places and their environments for their sustainability
<b>AL4:</b> Explains differences in human wellbeing
<b>AL5:</b> Acquire and process geographical information by selecting and using geographical tools for inquiry
<b>AL6:</b> Communicate geographical information using a variety of strategies

## Languages

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
Task 1 Due: Term 1, Week 9	Listening and Reading in-class assessment (Japanese)	25%	ML4-UND-01
Task 2 Due: Term 2, Week 6	Listening and Reading in-class assessment (German)	25%	ML4-UND-01
Task 3 Due: Term 3, Week 7	Listening and Reading in-class assessment (Chinese)	25%	ML4-UND-01
Task 4 Due: Term 4, Week 5	Cultural Study	25%	ML4-INT-01 ML4-CRT-01

Note: Assessment due dates are subject to change

### Areas of Learning

#### **ML4-INT-01**

Exchanges information and opinions in a range of familiar contexts by using culturally appropriate language.

#### **ML4-UND-01**

Interprets and responds to information, opinions and ideas in texts to demonstrate understanding.

#### **ML4-CRT-01**

Creates a range of texts for familiar communicative purposes by using culturally appropriate language

## Mathematics

Students in this course use mathematical terminology, algebraic notation, diagrams, text and tables to communicate mathematical ideas, and link concepts and processes within and between mathematical contexts. They apply their mathematical knowledge, skills and understanding in analysing real-life situations and in systematically exploring and solving problems using technology where appropriate. Students develop fluency within a range of algebraic techniques and in the solution of familiar problems. In solving particular problems, they compare the strengths and weaknesses of different strategies and solutions.

Students undertake informal assessment in the form of topic tests, book marks and class observations. The formal assessment is below and contains four term tests and one assignment. Each test will offer a Part A basic skills section and a Part B application of the content section. Students who are under the learning support program may opt to only attempt Part A. Students are able to bring an A4 hand written reference sheet to each term examination. The marks from these assessments will determine the grades in the Mid-Year and Yearly reports. The final mark will be used to determine placement in classes for the following year.

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
Task 1 Term 1, Week 9	Test – Integers, Fractions	20%	AL1, AL2
Task 2 Term 2, Week 5/6	Test – Whole Numbers, Algebra and Equations	20%	AL1, AL2, AL3
Task 3 Term 3, Week 5	Test – Angles and Decimals	25%	AL1, AL2, AL3
Task 4 Term 4, Week 4	Test – Measurement and Probability	25%	AL1, AL2, AL4
Task 5 Ongoing in each term test	Assignment – Reference Sheet	10%	AL1

Areas of Learning	
AL1	<b>Working Mathematically</b> Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning.
AL2	<b>Number and Algebra</b> Students develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation.
AL3	<b>Measurement and Geometry</b> Students identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems.
AL4	<b>Statistics and Probability</b> Students collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.

## Music

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
Task 1 Term 2 Week 6	Topic Test - Students will complete an aural skills and theory knowledge test demonstrating understanding of the concepts of music	40%	AL2, AL3
Task 2 Term 3 Week 6	Ukulele OR Keyboard Performance - Students will present a prepared solo OR ensemble performance	30%	AL1
Task 3 Term 4 Week 3	Orchestral Instruments Composition - Students will compose thematic material using digital composition software	30%	AL4

Areas of Learning	
<b>AL1</b>	<b>Performing</b> Students will perform short rhythmic patterns, demonstrating solo and ensemble performance skills. Students will present prepared performances on keyboard and ukulele for an audience.
<b>AL2</b>	<b>Notation</b> Students will read and show understanding of note & rest values, rhythmic patterns, and treble & bass clef pitch notation. Students will read and show understanding of keyboard/piano notation and ukulele chord & tablature notation.
<b>AL3</b>	<b>Listening</b> Students will recognise tonality, pitch direction, intervals and rhythmic patterns. Students will gain knowledge of the concepts of music: Structure, Pitch, Duration, Texture, Tone Colour, Dynamics & Expressive Techniques; demonstrating their knowledge through written responses to aural excerpts.
<b>AL4</b>	<b>Composition</b> Students will create melodic and rhythmic material within a given structural and/or thematic framework.

## Personal Development, Health & Physical Education

In this course, students investigate the impact of transition and change on identity and evaluate strategies to manage these changes. They recognise the benefits of respectful relationships and help-seeking strategies in affirming their own and others' health, safety and wellbeing. Students examine the impact of power in relationships and practise and apply strategies to seek help for themselves and others.

Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students refine a range of specialised knowledge, understanding and skills in relation to their movement competence and confidence. Students reflect on and refine personal and social skills as they participate in a range of physical activities.

Students are provided with opportunities to examine the impact of key health issues on themselves, others and the community. They think critically about health information, resources and community connections available to them and how these can support and inform their behaviours, decisions and actions. An integral component is the focus on inclusivity, diversity and strategies to challenge discrimination and stereotypes. Students examine the benefits of a balanced lifestyle and explore strategies for promoting a lifetime of physical activity to lead healthy, safe and active lives.

Task Number and Date	Description of task	Weighting	Areas of Learning
<b>Task 1</b> Term 1, Weeks 5 to 6.	Belonging task – Literacy Passport	20%	AL1
<b>Task 2</b> Term 1, Weeks 8 to 10.	Athletics Performance Task	30%	AL2
<b>Task 3</b> Term 3, Weeks 6 to 7	Solving a tactical problem – Invasion Games	30%	AL2
<b>Task 4</b> Term 3, Weeks 9 to 10	Puberty Test – in class task	20%	AL3

Areas of Learning	
<b>AL1</b>	Health, Wellbeing and Relationships
<b>AL2</b>	Movement Skill and Performance
<b>AL3</b>	Healthy, Safe and Active Lifestyles



## Science

Task Number and Date	Description of Task	Weighting	Areas of Learning
Task 1 Term 1, Week 6	In class practical task on heating water. Students will be assessed on their ability to work scientifically including working with data and communicating scientifically	15%	AL7, AL8
Task 2 Term 2, Week 5	Students will sit an in class examination based on the topics of states of matter (Term 1) and living things (Term 2)	25%	AL1, AL3
Task 3 Term 3, Week 3-6	Students undertake a research project exploring how observations of the world around us leads to scientific investigations and product a scientific report of their findings	30%	AL6, AL7, AL8
Task 4 Term 4, Week 5	Yearly examination to assess students' development of knowledge and skills across the Y7 topics	30%	AL5

Areas of Learning	
<b>AL1</b>	Relates the structure and function of living things to their classification and survival and explains the impact of human activities on ecosystems
<b>AL2</b>	Describes the action of unbalanced forces in everyday situations
<b>AL3</b>	Describes the properties and behaviour of different states of matter and explain how everyday mixtures can be separated using chemical techniques
<b>AL4</b>	Describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
<b>AL5</b>	Applies knowledge and skills from the course to different situations in the yearly examination
<b>AL6</b>	Plans and conducts scientific investigations
<b>AL7</b>	Processes/analyses data to identify trends, solve problems, draw evidence-based conclusions
<b>AL8</b>	Communicates ideas scientifically

## Technology

Task Number and Date		Description of Task	Weighting	Areas of Learning
Semester 1 rotation	Semester 2 rotation			
Term 2 Week 6 (7TM2, 7TM4, 7TM6)	Term 4 Week 6 (7TM1, 7TM3, 7TM5, 7TM7)	<b>Food and Agriculture</b> Design and production portfolio (Digital portfolio)	25%	AL1, AL4, AL5, AL7
Term 2 Week 6 (7TM2, 7TM4, 7TM6)	Term 4 Week 6 (7TM1, 7TM3, 7TM5, 7TM7)	<b>Food and Agriculture</b> Quality solution (E-recipe book and practical)	25%	AL2, AL3, AL5 AL6, AL7
Term 1 Week 10 (7TM3, 7TM5, 7TM7)	Term 3 Week 10 (7TM1, 7TM2, 7TM4, 7TM6)	<b>Engineered Systems</b> Quality solution (Drawings, Timber Dice product)	25%	AL 1, AL4, AL5, AL7
Term 2 Week 7 (7TM3, 7TM5, 7TM7)	Term 4 Week 7 (7TM1, 7TM2, 7TM4, 7TM6)	<b>Engineered Systems</b> Design and production portfolio, and quality solution (Digital portfolio & practical)	25%	AL2, AL3, AL5 AL6, AL7

**Note:** The Year 7 group will study the Engineered Systems and the Agricultural and Food Technologies contexts. Rotation of groups to the next area occurs at the end of the semester. Assessment tasks will include a design and production folio, a product and a written review task for each context area. Digital Technologies will be integrated throughout the course.

Areas of Learning	
<b>AL1</b>	Demonstrates knowledge and understanding of designers, industry practices and the impact on individuals, society and the environment.
<b>AL2</b>	Documents with clear evidence of planning, managing, designing and production of work to completion.
<b>AL3</b>	Conducts relevant research of appropriate materials, processes, technologies and resources.
<b>AL4</b>	Reveals evidence of a range of appropriate presentation & communication techniques for a wide variety of audiences.
<b>AL5</b>	Independently applies technical skills to develop and produce quality design solutions.
<b>AL6</b>	Selects and safely uses a range of tools, materials and processes demonstrating appropriate risk management and safe work practices throughout design and production.
<b>AL7</b>	Evaluates and makes judgements of design factors and influences throughout the design and development of the project.

## Visual Arts

Task Number and Date	Description of Task	Weighting	Areas of Learning
Task 1 Term 1, Week 10	Research Task - Careers in Art Poster.	15%	AL2
Task 2 Term 2, Week 8	Artworks: Line (ink drawing), Shape (collage), Tone (tonal drawing) <b>OR</b> Texture (ceramics), Colour (cubist painting) <b>AND</b> Visual Arts Diary	35%	AL1
Task 3 Term 3, Week 8	Research Task – Contemporary Aboriginal Artist.	15%	AL2
Task 4 Term 4, Week 4	Artworks: Texture (ceramics), Colour (cubist painting) <b>OR</b> Line (ink drawing), Shape (collage), Tone (tonal drawing) <b>AND</b> Visual Arts Diary	35%	AL1

Areas of Learning	
<b>AL1</b>	Students will develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames.
<b>AL2</b>	Students will develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames.

## YEAR 7 ASSESSMENT PLANNER

### Term 1

### Term 2

Week 1		Week 1	
Week 2		Week 2	
Week 3		Week 3	
Week 4		Week 4	
Week 5		Week 5	
Week 6		Week 6	
Week 7		Week 7	
Week 8		Week 8	
Week 9		Week 9	
Week 10		Week 10	
Week 11			

### Term 3

### Term 4

Week 1		Week 1	
Week 2		Week 2	
Week 3		Week 3	
Week 4		Week 4	
Week 5		Week 5	
Week 6		Week 6	
Week 7		Week 7	
Week 8		Week 8	
Week 9		Week 9	
Week 10		Week 10	