

Year 7 Assessment Booklet



2019



*Textured Landscapes
Year 7 Visual Arts*

Principal's Message

Asquith Girls is a place of learning where staff, students and parents are working together to provide a caring and challenging learning environment that will allow every girl to achieve her personal best.

The purpose of this booklet is to outline the assessment policy of Asquith Girls High School for Year 7.

Please read it carefully and make sure you understand it. Talk to your teachers or Head Teachers if you have any concerns. Assessment is ongoing throughout the year and an integral part of the teaching and learning process. Assessment tasks will provide every student with opportunities to demonstrate what they know, what they understand and what they can do. In every course you will have to complete a number of assessment tasks. Teachers will use these tasks (both formal and informal) to collect information about your learning.

Our aim is to help you realise your talents and develop as individuals so that you can become responsible and confident global citizens. We intend to achieve this by providing you with a broader body of knowledge that focuses on authentic learning and assessment experiences.

The study planner in this booklet will allow you to set out every assessment task for each course term by term. It is essential that you complete your planner as it will help you become more organised in your study requirements for the year. It is also advised that you refer to your school diary and enter all assessment dates or important reminders.

At Asquith Girls we believe that all of our students should strive to achieve their personal best and reflect in their learning the school values.

Good luck with your preparation for the assessment activities for the year!

Ms E Amvrazis
Principal

ASSESSMENT – STAGE 4; Year 7

Introduction

The purpose of this document is to outline the Assessment Policy of Asquith Girls High School for Stage 4 (Year 7). Parents/Caregivers and students need to read this policy carefully, discuss, and ensure they understand the content and process.

What is Assessment?

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including:

- assisting in student learning;
- evaluating and improving teaching and learning programs;
- providing information on student learning and progress in a course in relation to the syllabus outcomes;
- providing evidence of satisfactory completion of a course and;
- reporting to parents/caregivers on student achievement.

At Asquith Girls High School each course must provide a program of assessment tasks.

Assessment is conducted throughout the year and each task clearly identifies:

- outcomes assessed;
- task description and;
- task marking criteria.

The assessment program at Asquith Girls High School contains both formal and informal assessment of and for learning. This may include but not limited to:

Informal Assessment

- Observation of student learning
- Classroom activities
- Homework
- Research tasks
- Group work/presentations/research
- * Discussions

Formal Assessment

- Presentations
- Assessment tasks
- Research tasks
- Portfolios
- Course Diaries
- Logbooks

Syllabuses for all courses may be accessed through the NSW Education Standards website at

<http://educationstandards.nsw.edu.au>

For each task, student progress will be reported by constructive feedback to students on their performance, highlighting their strengths and indicating where they could make improvements, as well as through a grade or mark for the task.

Reporting Procedures

Student Reporting is the process of communicating information about student learning. It includes a student's level of attainment and the progress they have made during a period of time. Reports contain objective information about what has been taught and about students' current levels of knowledge and understanding, including areas for further development.

Reports draw on formal and informal assessment, recorded systematically as part of teachers' ongoing classroom assessment practice (refer to the assessment calendar for each course in this handbook).

School reports are issued **twice a year** (one each semester).

STUDENT RESPONSIBILITIES

1. Attendance

Students must attend all classes to satisfactorily achieve the course requirements.

Students are expected to complete all formal and informal assessment tasks for each course.

2. Academic Integrity

Students are required to pledge that all work submitted for assessment is their own. An assessment task cover sheet for all courses is included in this handbook (page 8). A hard copy of this cover sheet must be submitted even if the task is submitted electronically.

3. Submission of formal assessment tasks

Students are expected to submit formal assessment tasks by the due date and sign and acknowledge submission of tasks.

4. i) Absent from a formal assessment task

Where a student cannot meet a deadline for a formal task the student must:

- provide a valid explanation, e.g. doctor's certificate or a parent/caregiver's note to the class teacher
- be prepared to submit/attempt the task on the first day she returns to school

Failure to follow the above procedures may result in a student not meeting the course outcomes required for the student's progression to the next academic year/stage.

4. ii) Late submissions and absence for assessment tasks

- a student who takes additional time to complete an assessment may unfairly disadvantage others; and
- a late submission of an assessment may delay marking and feedback of the assessments to students.

Note:

A student with late submission/attempt of an assessment task without a valid explanation will:

- have a letter of concern generated and sent to parents/caregivers by the Head Teacher of the faculty.
- receive a statement on the Half Yearly/Yearly report detailing the number of tasks submitted late in each course.

4. iii) Failure to submit/attempt an assessment task

A student who fails to submit or attempt an assessment task will:

- be interviewed by the Head Teacher
- have letter of concern generated and sent to parents/caregivers by the Head Teacher of the faculty
- receive a statement on the Half Yearly/Yearly report detailing the number of tasks not attempted.
- have a mark of zero awarded if no valid reason is given

5. Use of Technology

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

- Always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure;
- Back-up files regularly;
- Print out copies of drafts and keep them while the task is in progress;
- Bring a copy of the file to school by USB, email it to the teacher, or share it with the teacher using Google apps

Technology & computer failure is not valid grounds for misadventure. It is the student's responsibility to keep hard copies and/or back-up copies of submitted assessment tasks.

6. Diligence

Students must work with sustained effort and diligence in all aspects of each course. Students must make a genuine attempt at ALL assessment tasks.

Failure to complete assessment tasks may jeopardise successful completion of the course.

7. Notification of Formal Assessment Tasks

Written and/or electronic notification of formal assessment tasks will be issued at least **TWO weeks** prior to assessment tasks. A sample of a subject notification is included in this handbook (page 9). Students are required to routinely check their school email for information about assessment tasks.

8. Procedures relating to plagiarism

When undertaking assessment tasks at school and at home, it is important that students do not use other people's work as their own. If students submit other people's work as their own it is called plagiarism.

Students are expected to research and prepare a range of tasks that will require them to read and use other people's ideas and words to help them develop their own understanding. It is important that when they use other people's words and ideas that they give them the credit through appropriate referencing. To not credit them is the same as stealing, and this is known as plagiarism.

All students need to understand that it is wrong to copy and submit work that they have not created themselves and it will jeopardise their results. Changing a few words around is still plagiarising.

Some of the best methods to avoid plagiarism include:

- give yourself enough time to research and write your own tasks (do not leave it to the last moment);
- make effective notes and summarising key points, rather than copying whole sentences;
- avoid copying and pasting from the Internet - doing this makes it very hard to avoid plagiarising;
- write your assessment task from notes, not the original source of information;
- keep accurate records of where you find your information and include a bibliography for every task as required by your teacher.

Plagiarised material will receive a mark of zero for the plagiarised content.

Bibliographies

When required, assessment and research tasks should include a bibliography listing the sources of information used. This would include books, webpages, encyclopaedia entries, magazine articles, etc. The bibliographic details for each item should be clearly indicated. Bibliographic details include author, title, publisher, city of publication and date (usually year). Some people may also require the pages consulted. The Internet requires 2 additional pieces of information – the URL and the date the page was accessed. Teachers will be able to guide students through this process as required.

The following are examples of one way of presenting your bibliography.

A book with an author:

Knapp, B. (1996). *Lead and Tin*, Melbourne: Reed

A book without an author:

United Press International stylebook: The authoritative handbook for writers, editors, and news directors (3rd ed.). (1992). Lincolnwood, IL: National.

A webpage:

Ogilvie, D. (n.d.). Why I don't eat honey. In *Why be vegan*. Retrieved from <http://www.vnv.org.au/WhyBeVegan.htm>

Disability Provisions

Who can apply for disability provisions?

Any student with a disability recognised in the Commonwealth *Disability Standards for Education 2005* can apply for disability provisions.

The definition of 'disability' in the *Disability Discrimination Act 1992* includes:

- physical;
- intellectual;
- psychiatric;
- sensory;
- neurological; and
- learning disabilities; as well as
- physical disfigurement; and
- the presence in the body of disease-causing organisms.

Note: the disability provisions apply only where the disability is such that a practical arrangement is required to reduce disadvantage in an examination situation.

Disability provisions also apply to temporary and emergency related disabilities. A typical example of an 'emergency' is where a student breaks their writing arm a week before an examination. Students need to discuss their case with the School Counsellor, Head Teacher Wellbeing, Learning and Support Teacher (LAST), or their Year Adviser.

Contact the Right People

If you have a specific course enquiry please contact the Head Teacher of that Faculty. If it is a wellbeing enquiry, please contact the Head Teacher Wellbeing or the relevant Deputy Principal.



Asquith Girls High School HAND-IN STAGE 4 ASSESSMENT TASK COVER SHEET

You need to complete and attach this cover sheet to every formal assessment task that you submit

Student name:

Class:

Assessment Task Number:

Date issued:

Assessment Task Title:

Date due:

Subject:

Teacher:

Academic Integrity Statement

I declare that:

- this work is my own
- any quotes, information or works have been properly acknowledged and cited in the bibliography
- it has not been copied from another person's work.

Student signature _____ Date: _____

Warning

You are required to keep a complete soft or hard copy of this assessment task and the acknowledgement of submission in case of any unforeseen event relating to your original submission.

-----cut here-----

Student copy

Assessment Receipt

Name of student: _____ Year: _____ Course: _____

Task Title: _____ Class Teacher: _____ Date Due: _____

This task was submitted to _____ on _____ by hard copy / electronic copy / both
Teacher's Name date

Teacher's signature

Student's signature



Asquith Girls High School

SAMPLE ASSESSMENT NOTIFICATION

Subject:

Unit of work:

Issue date:

Due date:

Outcomes:

Equipment required:

Task:

(Description of task)

Assessment criteria:

(An outline of what criteria the teacher is using to mark the task)

DANCE

Outcomes Assessed:

- 4.1.1 Demonstrates an understanding of safe dance practice and appropriate dance technique in the performance of combinations, sequences and dances
- 4.1.2 Demonstrates aspects of the elements of dance in dance performance
- 4.1.3 Demonstrates an understanding of aspects of performance quality through the performance of locomotor and non-locomotor combinations, sequences and dances
- 4.2.1 Identifies and explores aspects of the elements of dance in response to a range of stimuli
- 4.2.2 Composes dance movement, using the elements of dance, that communicates ideas
- 4.3.1 Describes dance performances through the elements of dance
- 4.3.2 Identifies that dance works of art express ideas
- 4.4.1 Values and appreciates their involvement as a dance performer, composer and audience member and how their involvement

Please note: This course is run over one semester – students will swap between Dance & Drama

Name of task	Type of task	When is it due/completed in class?	Outcomes assessed
Composition	Practical & Written In Class	Semester 1: Term 1	4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.4.1
Performance	Practical & Written In Class	Semester 1: Term 2	4.1.1, 4.1.2, 4.1.3
Composition	Practical & Written In Class	Semester 2: Term 3	4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.4.1
Performance	Practical & Written In Class	Semester 2: Term 4	4.1.1, 4.1.2, 4.1.3

DRAMA

Outcomes Assessed:

- 4.1.1 Identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action
- 4.1.2 Improvises and playbuilds through group-devised processes
- 4.1.3 Devises and enacts drama using scripted and unscripted material
- 4.1.4 Explores a range of ways to structure dramatic work in collaboration with others.
- 4.2.1 Uses performance skills to communicate dramatic meaning
- 4.2.2 Experiments with performance spaces and production elements appropriate to purpose and audience
- 4.2.3 Explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning.
- 4.3.1 Identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama
- 4.3.2 Recognises the function of drama and theatre in reflecting social and cultural aspects of human experience
- 4.3.3 Describes the contribution of individuals and groups in drama using relevant drama terminology.

Name of task	Type of task	When is it due/completed in class?	Outcomes assessed
Group Devised Task	Performance In Class	Semester 1: T1 Wk 9/10	4.1.1, 4.1.2, 4.1.4, 4.3.1, 4.3.3
Improvisation & Theatresports	Performance In Class & Booklet	Semester 1: T1 Wk 9/10	4.1.1, 4.1.2, 4.1.4, 4.3.1, 4.3.3
Scripted Task	Performance In Class	Semester 1: T2 Wk 5/6	4.1.3, 4.2.1, 4.2.2, 4.2.3, 4.3.2
Scripted Play	Performance In Class & Booklet	Semester 1: T2 Wk 4/5	4.1.3, 4.2.1, 4.2.2, 4.2.3, 4.3.2
Group Devised Task	Performance In Class	Semester 2: T3 Wk 9/10	4.1.1, 4.1.2, 4.1.4, 4.3.1, 4.3.3
Improvisation & Theatresports	Performance In Class & Booklet	Semester 2: T3 Wk 9/10	4.1.1, 4.1.2, 4.1.4, 4.3.1, 4.3.3
Scripted Task	Performance In Class	Semester 2: T3 Wk 5/6	4.1.3, 4.2.1, 4.2.2, 4.2.3, 4.3.2
Scripted Play	Performance In Class & Booklet	Semester 2: T4 Wk 4/5	4.1.3, 4.2.1, 4.2.2, 4.2.3, 4.3.2

ENGLISH

Outcomes Assessed:

EN4-1A	A student responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
EN4-2A	A student effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies.
EN4-3B	A student uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts.
EN4-4B	A student makes effective language choices to creatively shape meaning with accuracy, clarity and coherence.
EN4-5C	A student thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts.
EN4-6C	A student identifies and explains connections between and among texts.
EN4-7D	A student demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it.
EN4-8D	A student identifies, considers and appreciates cultural expression in texts.
EN4-9E	A student uses, reflects on and assesses their individual and collaborative skills for learning.

Name of task	Type of task	When is it due/completed in class?	Outcomes assessed
Creative Writing Portfolio	Submission Hand in task	Term 1 Week 10	EN4-1A, EN4-3B, EN4-4B, EN4-5C, EN4-7D, EN4-9E
Performance and Reflection	Presentation	Term 2 Week 9	EN4-1A, EN4-3B, EN4-5C, EN4-9E
Book review	Hand in task	Term 3 Week 10	EN4-1A, EN4-3B, EN4-4B, EN4-5C

GEOGRAPHY

Outcomes Assessed

- GE4-1 Locates and describes the diverse features and characteristics of a range of places and environments
- GE4-2 Describes processes and influences that form and transform places and environments
- GE4-3 Explains how interactions and connections between people, places and environments result in change
- GE4-4 Examines perspectives of people and organisations on a range of geographical issues
- GE4-5 Discusses management of places and environments for their sustainability
- GE4-6 Explains differences in human wellbeing
- GE4-7 Acquires and processes geographical information by selecting and using geographical tools for inquiry
- GE4-8 Communicates geographical information using a variety of strategies

Semester	Name of Task	Type of Task	Due Date	Outcomes
Semester 1	Place and Liveability	Written hand In task	Term 1 Week 11	GE4-1, GE4-2, GE4-3, GE4-6, GE4-7, GE4-8
Semester 2	Place and Liveability	Written hand in task	Term 3 Week 10	GE4-1, GE4-2, GE4-3, GE4-6, GE4-7, GE4-8

HISTORY

Outcomes Assessed:

- 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

Semester	Name of task	Type of task	When is it due/ completed in class?	Outcomes assessed
Semester 1	Investigating the Past	Research and Oral Presentation	Term 1 Week 10	HT4-3, HT 4-4, HT4-6, HT4-7, HT4-8, HT4-10
Semester 2	Investigating the Past	Research and Oral Presentation	Term 3 Week 9	HT4-3, HT 4-4, HT4-6, HT4-7, HT-4-8, HT4-10

LANGUAGES OTHER THAN ENGLISH (LOTE)

Outcomes Assessed:

Communicating

LJA4-4C applies a range of linguistic structures to compose texts in Japanese, using a range of formats for different audiences

Understanding

LJA4-5U applies Japanese/French pronunciation and intonation patterns

LJA4-7U applies features of Japanese/French grammatical structures and sentence patterns to convey information and ideas

LJA4-8U identifies variations in linguistic and structural features of texts

Language and Culture

LJA4-9U identifies that language use reflects cultural ideas, values and beliefs

Semester 1

JAPANESE TERM 1

Name of Task	Type of Task	Date due/ in class	Main Outcomes
Task 1	Cultural Presentation	Term 1 Week 6	LJA4-9U
Task 2	Group task Role Play	Term 1 Week 10/11	LJA4-4C LJA4-5U LJA4-7U LJA4-8U

FRENCH TERM 2

Name of Task	Type of Task	Date due/ in class	Main Outcomes
Task 1	Cultural Presentation	Term 2 Week 5	LJA4-9U
Task 2	Task 2 Group task Role Play	Term 2 Week 10	LJA4-4C LJA4-5U LJA4-7U LJA4-8U

Semester 2

JAPANESE TERM 3

Name of Task	Type of Task	Date due/ in class	Main Outcomes
Task 1	Cultural Presentation	Term 3 Week 5	LJA4-9U
Task 2	Group task Role Play	Term 3 Week 10	LJA4-4C LJA4-5U LJA4-7U LJA4-8U

FRENCH TERM 4

Name of Task	Type of Task	Date due/ in class	Main Outcomes
Task 1	Cultural Presentation	Term 4 Week 5	LJA4-9U
	Task 2 Group task Role Play	Term 4 Week 9	LJA4-4C LJA4-5U LJA4-7U LJA4-8U

MATHEMATICS

Outcomes Assessed:

MA4-1WM	Communicates and connects mathematical ideas using appropriate technology, diagrams and symbols
MA4-2WM	Applies appropriate mathematical techniques to solve problems
MA4-3WM	Recognises and explains mathematical relationships and reasoning
MA4-4NA	Compares, orders and calculates with integers, applying a range of strategies to aid computation
MA4-5NA	Operates with fractions, decimals and percentages
MA4-8NA	Generalises number properties to operate with algebraic expressions
MA4-9NA	Operates with positive-integer and zero indices of numerical bases
MA4-10NA	Uses algebraic techniques to solve simple linear equations
MA4-11NA	Creates and displays number patterns; graphs and analyses linear relationships
MA4-12MG	Calculates the perimeter of plane shapes and the circumference of circles
MA4-13MG	Uses formulas to calculate the areas of quadrilaterals and circles and converts between units of area
MA4-15MG	Performs calculations of time that involve mixed units and interprets time zones
MA4-17MG	Classifies, describes and uses the properties of triangles and quadrilaterals
MA4-18MG	Identifies and uses angle relationships, including those related to transversals on sets of parallel lines
MA4-21SP	Represents probabilities of simple and compound events

Name of task	Type of task	When is it due/done in class?	Main Outcomes assessed
Task 1	In Class Test	T1, W8	MA4-4NA MA4-9NA
Task 2	In Class Test	T2, W8	MA4-5NA MA4-21SP
Task 3	Hand In Task	T3, W6	MA4-18MG MA4-17MG
Task 4	In Class Test	T4 W1	MA4-12MG MA4-18MG MA4-17MG MA4-8NA

MUSIC

Outcomes Assessed:

- 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 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
- 4.11 Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 4.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Please note: This course is run over one semester – students will swap between Music & Languages

Name of task	Type of task	When is it due/completed in class?	Outcomes assessed
Performance	Keyboard Practical (In class)	Informally assessed throughout the year	4.1, 4.2, 4.3, 4.4, 4.5
Composition	Group Composition Task (In class)	Informally assessed throughout the year	4.1, 4.3, 4.4
Musicology – Listening & Score Reading Quiz	Written	Term 2 or Term 4 Week 3	4.7, 4.8, 4.9

PDHPE

Outcomes Assessed:

PD4-1	Examines 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	Recognises behaviours and qualities of respectful relationships and explores strategies to address the abuse of power
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
PD4-7	Investigates health practices, behaviours and resources to promote healthy, safe and active communities
PD4-8	Plans for and participates in activities that encourage lifelong physical activity
PD4-9	Demonstrates strategies to effectively manage emotional situations
PD4-10	Applies and refines skills to assist themselves and others to build and manage relationships in various social situations
PD4-11	Demonstrates how movement skills and elements of movement can be adapted and transferred to enhance and solve movement challenges

Practical Component

Name of task	Type of task	When is it due/completed in class?	Outcomes assessed
Gymnastics	Observation	T1 W7	4-4, 4-5, 4-10, 4-11
Cross Country & Athletics	Observation	T1 W10	4-4, 4-5, 4-10, 4-11
Team Sports	Observation	T2 – T4	4-4, 4-5, 4-10, 4-11

Theory Component

Adolescence & Change	Research Task	T1 – W6	4-1, 4-2, 4-3, 4-7, 4-10
Risky Business	Research Kahoot	T3 – W9	4-2, 4-6, 4-7

SCIENCE

Outcomes Assessed:

1. Demonstrates knowledge and understanding in Science
2. Applies questioning and predicting to the development of a scientific investigation
3. Plans and conducts scientific investigations
4. Processes and analyses data and information
5. Problem solves with respect to Science
6. Communicates effectively using scientific language

Name of Task	Type of Task	When is it due/completed in class?	Outcomes Assessed
Chemistry	Practical Examination	Term 1 Week 9	1, 4
Physics	Student Research Project	Term 2 Week 7	2, 3, 5
Biology	Portfolio	Term 3 Week 9	6

TECHNOLOGY

Outcomes Assessed:

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
TE4-7DI	Explains how data is represented in digital systems and transmitted in networks
TE4-9MA	Investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
TE4-8EN	Explains how force, motion and energy are used in engineered systems
TE4-10TS	Explains how people in technology related professions contribute to society now and into the future

Name of Task	Type of task	When is it due/completed in class?	Outcomes assessed
Digital Technologies Preliminary	In class activities	Week 10 Term 1	TE4-1DP, TE4-4DP, TE4-7DI
Engineered Systems & Materials Technologies	Practical Project & Documentation	Week 9 Term 3	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-9MA
Digital Technologies Advanced	Practical Project & Documentation	Week 9 Term 4	TE4-1DP, TE4-2D, TE4-4DP, TE4-3DP, TE4-7DI, TE4-10TS

VISUAL ARTS

Outcomes Assessed:

- 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 (through making artworks)
- 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 (through critical and historical interpretation of art)
- 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

Name of task	Type of task	When is it due/completed in class?	Outcomes assessed
Artmaking Task 1	Informal Practical (All work completed in class)	T1 Wk10	4.1, 4.2, 4.3, 4.4, 4.5, 4.6
Artmaking Task 2	Informal Practical (All work completed in class)	T2 (as completed in class)	4.1, 4.2, 4.3, 4.4, 4.5, 4.6
Artmaking Task 3	Informal Practical (All work completed in class)	T3 (as completed in class)	4.1, 4.2, 4.3, 4.4, 4.5, 4.6
Historical & Critical study Task 4	Structured writing task in class	T3 W9	4.7, 4.8, 4.9, 4.10

Student Assessment Planner 2019

Term 1	Tasks to complete	Term 2	Tasks to complete
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			

Student Assessment Planner 2019

Term 3	Tasks to complete	Term 4	Tasks to complete
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	

