



Mount Annan High School

Stage 4 – Year 7

2020

Assessment Booklet

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Welcome to Year 7

Year 7 is a key time to establish a positive attitude towards assessment for learning as you continue your secondary education at Mount Annan High School.

The purpose of this booklet is to provide information and guidance to our community about Mount Annan High School's assessment requirements for Year 7 during 2020 to help you plan for assessment.

It informs you of all the tasks, the due dates of each task and provides support structures to our community for students to achieve their best aligned with our school values of 'Personal Best'.

We hope that all students and parents will take the time to read through this information together in order to help them understand the school's expectations regarding assessment and assist them in organising the time for students to complete necessary homework and assessment tasks successfully.

How can parents/caregivers help?

- Take an active interest in your child's homework and assessment tasks.
- Support your child in setting aside time each day for their study.
- Provide a dedicated place for homework and study if possible.
- Communicate with teachers about any concerns with the nature of the tasks or your child's approach to homework and assessment tasks.
- Encourage your child to read and take an interest in current events.
- Alert the school, as early as possible, to any circumstances which may need to be taken into consideration when homework and assessment tasks are being set or marked.
- If you have any questions about the information contained in this booklet, please contact the Head Teacher of the relevant faculty.

Remember to put the tasks that you have due on the calendar so you don't forget when one is due.

Mr Van Der Meulen and Mrs Mavrikis

Year Advisers

Assessment Tasks

Why are assessment tasks so important?

Assessment is one opportunity to show what you know and what you can do.

Your assessment tasks will help to identify your strengths and areas for further development so that teachers can focus on what you need to learn to be successful at school. You will also find out about areas to concentrate on to improve. They are identified to measure how well students have achieved the outcomes of a particular course.

How will students be assessed?

There are assessment tasks in each subject that are mentioned in the following Assessment Schedules.

Some examples of the assessment tasks that you will complete are:

- Formal examinations
- Creative work
- Excursion
- Reports
- Assignments
- Unit tests
- Field studies
- In class assessment tasks
- Essays
- Presentations
- Collaborative (group) work
- Peer assessments

School Assessment Procedures

Completion of Assessment Tasks

Your class teachers will keep records of the assessment task being submitted. When you have missed a lesson, it is your responsibility to check with your class teacher to see if any relevant information about an assessment task has been provided and arrange to catch up the work. Your friends in class could also assist.

An assessment task receipt sheet will be signed by each student at the time an assessment is handed out.

Lateness and Absence

In the case of unavoidable absence when a task is due to be handed in, the student should try to ensure that the task is received by the teacher that day. If this is not possible, then a medical certificate or a note from a parent/caregiver must accompany the assessment task and be handed to your teacher on the day you return.

Unexplained absences are unacceptable because it may be seen as an advantage.

Requests for extension must be made to the Head Teacher prior to the due date of the assessment task with a valid reason for the extension.

Late tasks will still be marked by the teacher so that you can benefit from the teacher's feedback and outcome will be assessed, but a zero mark may be awarded.

Assessment Schedules

The assessment schedule included in this booklet indicate the major components in each course. The outcomes relate directly to the task and will be measured using the marking criteria. A formal notification will be issued two weeks prior to a task due outlining weighting of task, specific outcomes being assessed and included marking criteria if appropriate. Use the marking criteria as a guide to get the best results. Dates are generally indicated as weeks only, so that a suitable lesson within the week may be allocated for all classes.

- English
- HSIE
- Mathematics
- Music
- Personal Development, Health and Physical Education
- Science
- Technology Mandatory
- Visual Arts

Study and Homework

Study can be described as a general time devoted to homework, revision, research or assessment preparation at home or at another suitable venue OR a program of preparation for written assessment.

Homework can be described as the work teachers ask students to do or complete at home.

Regardless of the description used these are important aspects of student learning and progress at school. Homework and study are important parts of a student's learning program. Homework and study are both effective in enhancing students' learning.

Students should:

- Be alert and not too tired
- Choose a location where distractions are minimised
- Allocate a regular study time each day
- Undertake a combination of homework, research and revision
- Use a study calendar – organisation is important
- Read widely including books, websites, newspapers, novels and journals.

Study/homework enables:

- Reinforcement of concepts learnt in the classroom
- Completion of work begun in class
- Revision of work completed or attempted in class
- Development of student research, analysis, summary, and note taking skills among others
- Development of a regular pattern of work
- Development and honing of time management and planning skills

Homework may include:

- Revision of current work
- Completion of worksheets
- Reviewing relevant news or current affairs
- Interviewing family members or neighbours
- Completing a project
- Rewriting sections of classwork in students' own words
- Discussions with family members about issues or activities arising from classwork
- Reading newspapers and periodicals related to class studies
- Preparation of speeches and oral presentations based on research
- Use of computers for research

- Undertaking assignments
- Completing tables
- Preparation of a glossary of terms used commonly in a unit of work
- Drafting or rewriting poems, short stories or other creative writing pieces

Hints for Carrying out Research

1. Research tasks should always be completed using the sub-headings given and in the order given. Students should not simply copy down information from a book or the internet and present it as their own. This is called plagiarism; copying work from another student is also plagiarism. Marks/grades will be negatively impacted by this or a zero will be awarded for the assignment/research task if plagiarism occurs. The purpose of a research task is determining whether students can locate, select and organise information for themselves.
2. Students should not rely on one source of information as it may be biased or incomplete. Students should use at least two sources of information and they should not all be the same, that is, not all Internet sites or all books. The types of information sources students can use include: encyclopaedias, books, the Internet, magazines, newspapers and textbooks.
3. Before submitting work for marking students are advised to have another person (eg parents) proof read and spell check an assignment.
4. Students should always use metric measurements. Australia is a metric country so size, weight, distance and dimension information should be given in metric measurements. If your source uses the imperial (inches, pounds) system it is a student's responsibility to change the figures unless presenting historical information or direct quotes.
5. All maps, pictures, diagrams or graphs must have a caption/description/heading.
6. All assignments and research tasks, whether or not it is specifically started in the instructions, should include a bibliography.
7. Students should make sure their name is on all work submitted for marking.
8. Students must read and implement the instructions for presentation of a task or assignment carefully.
9. Student are encouraged to utilise the homework centre every Thursday after school 3:00pm – 4:00pm located in A Block.
10. Student who have learning difficulties are encourages to access the learning support team.
11. If for any reason an assignment is not submitted on time due to illness or misadventure, documentary evidence is required from parents/carers OR a medical certificate.

Hints for Taking and Using Notes

Taking notes is a skill students will use in many different ways. The notes students take may be from a variety of sources including a book, lecture, lesson or video program or from field work, an experiment or an interview. The notes taken may range from a few key words on a card to a detailed set of carefully organised sheets of reference material.

The point to remember about note taking is the purpose. Students need to think about the reason they are taking or making notes. The key aims in note taking are:

- Brevity: to make a summary of ideas, explanations and examples in few words.
- Clarity: to write in a way that is clear to the reader.
- Organisation: to use headings, subheadings, sections, diagrams to organise notes.

Hints for Note Taking

These hints will help students develop and improve note-taking skills:

- Use phrases, single words and symbols. It is best not to write complete sentences.
- Number the points.
- Use headings, subheadings to organise notes clearly.
- Instead of writing on paper, try cards or small notebook.
- Consider typing notes to allow ease of updating.
- Put a clear title on each set of notes.
- Use visual cues (such as arrows, boxes, diagrams and sketches) to make the information clearer and more vivid.
- If you make notes electronically, ensure you back up your files regularly.

Using Notes in a Written Answer

One of the most likely uses for notes is to provide information when writing a short description/explanation or answers to questions. Organise the information gathered into a logical sequence.

One of the most important skills in using notes to answer questions, whether short or long, is knowing what to leave out. It is tempting to try and include all the information. By discarding some information that is not relevant to the question or task, the answer will be improved significantly.

Hints for Oral Presentations

Many subjects ask students to present the findings of research as an oral presentation. Consequently, developing and practising public speaking skills is essential for such tasks.

The fear of speaking to a large group is very common, and there are ways of overcoming it. One way is to carefully plan and prepare a presentation.

1. Students should clearly understand the purpose of the oral presentation being prepared. The most common purpose of an oral presentation is to inform an audience.
 2. Know the audience. The more a student knows about the audience the more appropriate and focused the oral presentation will be. For example: if the audience already has a good knowledge of the topic some information may not be needed in the presentation.
 3. Organise the information well. The most successful oral presentations have a structure similar to an extended response or essay; that is, they have an introduction, a body and a conclusion.
- **Introduction:** the first part of an oral presentation tells the audience the topic. It is best to communicate this in a way that gains the audience's attention and relaxes the speaker. A good way to do this is to make a formal opening statement that outlines the focus of the presentation. Humour can be used to gain the audience's attention or a visual aid such as a picture, a slide or video extract.
 - **Body:** The body of the oral presentation should be the focus of the presentation. It develops the main ideas and supports them with examples, quotations, analogies and statistical information. These will make the presentation more interesting and memorable.
 - **Conclusion:** Let the audience know when the end of the presentation is near by using words such as 'in conclusion' or 'to sum up'. In the conclusion, briefly highlight the main points made during the presentation.

Using Speaker's Notes

Rather than simply reading a prepared speech, it is often more effective to use a series of words or phrases that act as cues for a presentation. Make sure, however, that the words or phrases are written in large print and that there are not too many points on a page. It is also a good idea to number the points. Different colours and highlighter pens may prove useful in these notes.

Delivering Your Oral Presentation

To avoid stage fright, students should check through these points before delivering an oral presentation:

- Know the topic thoroughly
- Use numbered points on small, palm sized, speaking cards
- Practise the speech several times, especially if there is a set time limit
- Do not rush the presentation, speak slowly and clearly
- Use appropriate gestures and maintain good posture

- Make eye contact with members of the audience
- Vary voice tone/modulation throughout the presentation
- Stand still

Hints for Multimedia Presentations

Multimedia presentations combine various types of media, including text, graphics, clip art, digital photographs, video sound effects and music.

The most widely used multimedia presentation tool is *PowerPoint*. *PowerPoint* is a powerful software tool used for presenting information in a slide-show format. A *PowerPoint* display is usually supported by an oral presentation.

Main features of a *PowerPoint* presentation

- **Text** – think about what needs to be included, and choose an appropriate font, size and colour. Use the same font throughout the presentation. It is important not to include too much text on each slide.
- **Sounds** – sound effects can be used when text and/or objects appear in each slide, as well as during slide transition. Be careful, however, too much sound can detract from the oral presentation.
- **Content** – avoid overcrowding. Include only key points. Use the narration to add detail.
- **Animation** – text and objects can be animated, as can the transition between slides, but be careful not to overdo it.
- **Slide layout and background** – readymade designs can be used from the PowerPoint software or custom designs can be made using different colour backgrounds and effects. It is important that only one background style or theme is used throughout the presentation. This helps to avoid confusion.
- **Illustrations** – use a variety of illustrations to make the slides interesting and informative, including clip art, digital images (photographs taken with a digital camera, scanned photographs, the Internet, CD-ROM collections of digital images) and maps.

A guide for successful *PowerPoint* Presentations

General guidelines:

- Plan the *PowerPoint* presentation carefully.
- Use a common design template throughout the presentation.
- Limit the number of slides used – too many slides can bore and confuse the audience.
- Include only essential information.
- Standardise the position, colour and styles of headings, text and images.
- Use colours that contrast; for example, yellow or white text on a dark blue background works well.
- Be consistent with sound effects, transitions and animations.

Text guidelines:

- Generally, it is best to have no more than six lines of text per slide, with no more than six words per line.
- Avoid long sentences.

- Use a larger font to highlight key points.
- Select a suitable font size – in the range of 18 to 48 point.
- Avoid fancy fonts as they can be hard to read.

Clip art, Photographs and graphics:

- Ensure these balance the slide and enhance and complement the text, not overwhelm it.
- Present any data as a graphic.
- Include no more than two graphics per slide.

Presenting your PowerPoint presentation:

- Practise and time your presentation.
- Speak confidently and clearly.
- Remember to include a bibliography.

Guide to Bibliographies and Referencing

What is it?

A bibliography is a list of resources you have used in researching an assignment. It is placed at the end of your work and is organised alphabetically by the author's surname or title (if there is no author). There are different systems of writing bibliographies

Why is it important?

A bibliography describes the resources precisely enough to enable a reader to locate it and verify the information if necessary.

It shows how much research you have done and how you have used the information you have found.

It prevents you from being accused of plagiarism (taking someone else's ideas and using them as you own).

How to prepare a bibliography.

Follow the examples listed below for the resources you have used. Note carefully the punctuation, especially date in brackets after the author's name, full stop after the authors initial and the place of publication and commas after surname, each name, article title, book title and publisher. The title can be underlined or written in italics.

It's a good idea to write down the bibliographic details that you need when you have the resource. Prepare a draft of your bibliography to make sure you have all you need and that it is correctly organised, before making a final copy.

Referencing or citing in the text.

In your written work, you need to acknowledge:

1. Direct references – whenever you quote directly from any source you are using. After the quote you include the author's surname, publication year and page number. Eg. Dr Milton said, "....." (Milton, 1997, pg 34) or (Milton et al 1997, pg 34) when there are two or more authors.
2. Indirect references – whenever you refer to ideas from someone else's writing (even if you are using your own words). At each point in the text that refers to a particular resource, you insert the author's surname and publication year E.g.: James Kellaway (1997) believes that

The full bibliography details of citations are given in the bibliography.

Examples

Books with one author	Dixon, J. (1988) <u>How to be a successful student</u> , Penguin Books. Ringwood. Vic.
Books with two or more authors	Leeder, S.R. Larsen, A.E. & Larsen, M.K. (1996) <u>Presenting Australia's National Parks</u> , Child & Henry, Brookvale.
Books with an editor and no author	Morgan, J. (ed.) (1993) How to be a successful author , Penguin Books, Ringwood.
Books with no author	<u>Penguin dictionary of synonyms</u> . (1996) Penguin. New York
Reference books	<u>The Cambridge Encyclopedia of Human Evolution</u> . (1992) Cambridge University Press. Cambridge.
Article in a journal	Burns, S. (1989) "There's more than one way to learn", <u>Australian Wellbeing</u> , No 33, October, 99. 42-44.
Article with no author	'The Reef in Brief' (1995) <u>Wildlife Australia</u> , Autumn, pp. 18-19
Article in a newspaper	Legge, Kate. (1987) 'Labour to cost the Keating Factor', <u>Times on Sunday</u> , 1 Feb., p.2
CD Rom	Guinness Disc of Records (CD ROM), (1996), Britannica Software, London
Video	<u>The Great Barrier Reef</u> (video recording), (1998), Australian Videos, Adelaide
Motion Picture	<u>The Comedic Fall</u> (motion picture), (1964), Englewood, New Jersey, Prاتفall Releases.
Television (or radio) production	'What are we going to do with the money?' (television program), <u>Four Corners</u> , 8 August 1982, ABC Television.
World Wide Web Site. The format is as follows: (Date) Author's surname, initials. Title (Internet), Place of publication (if known), Publisher (if known), URL (accessed date)	Martin, Suzanne. (16 August 1999) <u>Feminism Today</u> (online), www.fem.org/feminismtoday.html (accessed 11 November, 2005).
Email – the format is as follows: Sender's surname, initials (sender's email address), (Day, month, year) Subject of message. Email to (recipient's Email address)	Lowman, D. (deborah@pbsinc.com.au), (4, April. 19898) Internet referencing, (awill@dva.gov.au).
Primary source e.g. person	Interview with Nola Archer about her World War II experiences, 6 March 2000, St Clair.
Primary sources e.g. case study	Questionnaire and survey of Year 10 eating habits, June 2000, St Clair High School

English

Task	Task Description	Due Date
1	Writing Portfolio: Writing for a purpose- Character	Term 1 Week 10
2	Script Writing: Drama and Theme Study	Term 2 Week 9
3	Creative Writing and Comprehension: Narrative	Term 3 Week 9
4	In Class task: Animation and Representation	Term 4 Week 5

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

Geography

Task	Task Description	Due Date
1	Skills Test	Term 1 Week 9
2	Research Presentation	Term 2 Week 8

Outcome	Description
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.

History

Task	Task Description	Due Date
1	Topic Test	Term 3 Week 8
2	Yearly Examination	Term 4 Week 5

Outcome	Description
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.
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.

Mathematics

Task	Task Description	Due Date
1	In class test	Term 1 Week 9
2	Half Yearly Examination	Term 2 Week 5
3	Assignment	Term 3 Week 8
4	Yearly Examination	Term 4 Week 4/5

Outcome	Description
MA4-1WM	Communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols.
MA4-2WM	Applies appropriate mathematical techniques to solve problems.
MA4-3WM	Recognises and explains mathematical relationships using 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.
MA4-6NA	Solves financial problems involving purchasing goods.
MA4-8NA	Generalises number properties to operate with algebraic expressions.
MA4-9NA	Operates with positive-integer and zero indices of numerical bases.
MA4-11NA	Creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane.
MA4-12MG	Calculates the perimeters of plane shapes and the circumferences of circles.
MA4-13MG	Uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area.
MA4-17MG	Classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles.
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

PDHPE

Task	Task Description	Due Date
1	Guide to Starting High School	Term 1 Week 10
2	Dance	Term 1 Week 11
3	Puberty Task	Term 3 Week 10
4	Small Sided Games	Term 3 Week 10

Outcome	Description
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.
PD4-7	Investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities.
PD4-8	Plans for and participates in activities that encourage health and a lifetime of physical activity.
PD4-9	Demonstrates self-management skills to effectively manage complex situations.
PD4-10	Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts.
PD4-11	Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.

Science

Task	Task Description	Due Date
1	Topic 1 - Theory and Skills Test	Term 1 Week 9
2	Topic 2 - Theory and Skills Test	Term 2 Week 7
3	Research Project	Term 2 Week 10
4	Topic 3 and 4 – Yearly Examination	Term 4 Weeks 4/5

Outcome	Description
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.
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.
SC4-11PW	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.
SC4-4WS	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.
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.

Drama

Task	Task Description	Due Date
1	Script Based Performance	Term 1 Week 9
2	Elements of Production: Design for Theatre	Term 2 Week 9
3	Improvisation/ Theatre sports	Term 3 Week 9
4	Mime Examination	Term 4 Week 5

Outcome	Description
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 play-builds 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.

Music

Task	Task Description	Due Date
1	Composition Task	Term 1 Week 9
2	Performance	Term 2 Week 10
3	Listening Skills Examination	Term 3 Week 8
4	Performance: Bass Guitar Riff	Term 4 Week 3

Outcome	Description
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 art form.
4.12	Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

Technology Mandatory

Task	Task Description	Due Date
1	Practical Project <ul style="list-style-type: none"> • Agriculture and Food Technologies • Engineered Systems • Materials Technology 	Term 2 Week 4
2	Portfolio <ul style="list-style-type: none"> • Agriculture and Food Technologies • Engineered Systems • Materials Technology 	Term 2 Week 4
3	Topic Test	Term 2 Week 4/5
4	Practical Project <ul style="list-style-type: none"> • Agriculture and Food Technologies • Engineered Systems • Materials Technology 	Term 4 Week 4
5	Portfolio <ul style="list-style-type: none"> • Agriculture and Food Technologies • Engineered Systems • Materials Technology 	Term 4 Week 4
6	Topic Test	Term 4 Week 4/5

Outcome	Description
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.

Visual Arts

Task	Task Description	Due Date
1	Artmaking: Artwork Critical and Historical: VAD, Theory	Term 2 Week 3
2	Artmaking: Artwork Critical and Historical: VAD, Theory	Term 3 Week 6

Outcome	Description
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.

Year 7 Assessment Schedule Summary 2020

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

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

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

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