



I Shall Strive for the Best

Year 7 2024

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BONNYRIGG
HIGH SCHOOL
1961



ASSESSMENT INFORMATION & TASK SCHEDULE

Contents

Assessment Information	3
1. The Purpose of Assessment.....	3
2. Student’s Responsibilities Regarding Assessment	3
3. Assessment Notification	4
4. Late Tasks	4
5. NAPLAN	4
6. Acknowledging Sources in Assessment Tasks	5
7. Malpractice	6
Weekly Study Planner	7
Year Planner	8
ENGLISH	9
GEOGRAPHY/ HISTORY	10
HISTORY/ GEOGRAPHY	11
MATHEMATICS	12
MUSIC	13
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION	14
SCIENCE	15
TECHNOLOGY MANDATORY	16
VISUAL ARTS	17



Assessment Information

1. The Purpose of Assessment

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment provides:

- opportunity for teachers to gather evidence about student achievement in relation to outcomes
- opportunity for students to demonstrate what they know and can do
- ability to clarify student understanding of concepts and promotes deeper understanding
- evidence that current understanding is a suitable basis for future learning

Gathered evidence is used by teachers for assessment of learning to rank or grade students. This usually takes place at key points in the learning cycle. Students receive reports identifying the levels of skill, knowledge and understanding they have achieved.

2. Student's Responsibilities Regarding Assessment

Students are responsible for:

- Demonstrating through application and achievement that they have met requirements including attendance in class
- Applying themselves with diligence and sustained effort, to the best of their ability, to the set tasks and experiences provided in each course
- Making a genuine attempt at all assessment tasks
- Their personal honesty, work submitted must be the student's own work and sources consulted or quotes must be acknowledged
- Submitting all tasks on or before the due date
- Being present for all in class assessment tasks and examinations
- Submitting a misadventure form if an assessment task is missed
- Understanding this document

To help meet these responsibilities each student will have access to:

- Electronically Syllabus documents
- Electronically Scope and Sequence
- Electronically assessment schedule and course requirements for each course
- At least two weeks notification that an assessment task will take place or be due on a particular date
- Feedback on each assessment task as soon as possible
- A Mid-course and Yearly Report, which will indicate to them their level of success in attaining the outcome of each course, as required by NES
- An assurance that only two assessments will be due on any one day
- Access to all relevant documentation via the school website

3. Assessment Notification

All students must receive written notification from their teacher of the actual due date and details of an assessment task **at least two weeks prior to the task**. Students will be notified via DoE email and this will form a digital signature of receipt by the students. Teachers may also post to other learning platforms, such as Google Classroom.

Only two assessment tasks will be due on any one day.

The written notification must reflect information listed in the assessment schedule contained in the student assessment booklet. Any changes made to the assessment schedule must be provided to the students in form of a written notification and a new assessment schedule must be published. The student assessment booklet online will be updated accordingly.

Any changes to an assessment and the booklet will also be emailed to all students via their DoE email. This will form a digital signature of receipt of the changes.

4. Late Tasks

All tasks submitted after the designated time will be deemed LATE unless there are exceptional circumstances. Failure to submit a task by the designated time will result in:

- A faculty letter of concern
- A mark deduction of 10% of the maximum mark per weekday (including holidays and weekends; a weekend will be treated as one day). After 5 days the student will receive zero.

A zero mark may be awarded when a student:

- Submits a task late without a valid reason or extension
- Does not attempt a task
- Does not make a serious attempt at a task
- Is found to be involved in malpractice.

5. NAPLAN

Students in Year 7 will participate in NAPLAN testing.

The NAPLAN student report will show your child's results in the key areas of reading, writing, language conventions and numeracy. The report will also show the national average, the range of results for the middle 60% of students nationally and your school's average for each test. This means you will be able to compare the performance of your child against other students in the same year of schooling.

The additional student report will list all the questions in each test, along with a brief description of each question. This report will show you which questions your child answered correctly.

A common assessment scale is used on each NAPLAN report so that you can track your child's progress through the years. For further information please go to the NSW Education Standards Authority site:

[NAPLAN | NSW Education Standards](#)

6. Acknowledging Sources in Assessment Tasks

Referencing is a method of acknowledging the variety of sources of information and ideas that you have used while completing assessment tasks outside the classroom. Its purpose is to acknowledge the original source of ideas and work that is not your own. Direct quotations, facts and figures, as well as ideas and theories, from both published and unpublished works, must be referenced. Referencing is necessary to avoid plagiarism, to verify quotations and paraphrasing, and to enable readers (and markers) to follow up and read more fully the cited author's work.

Referencing generally has two key elements:

- an in-text reference (that is, within the text of the assessment task) that indicates you have used a phrase, idea or concept from someone else
- a complete Reference (in alphabetical order) at the end of the assessment task giving full details of all sources referred to in the assessment task

Plagiarism is presenting another person's work as your own work by copying or reproducing it without acknowledgement of its source.

If an assessment task is not referenced in the required format, you may be suspected of plagiarism. All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving ZERO marks for that.

For further guidance on how to reference correctly please try:

James Cook University Australia, Referencing: Harvard

<http://libguides.jcu.edu.au/referencing>

The Northern Sydney Institute of TAFE NSW, Research help: Referencing

<http://libraries.nsi.tafensw.edu.au/research/referencing>

7. Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or wholly, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work to which another person such as a parent, coach, tutor or subject expert has contributed substantially using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice
- not producing sufficient document for any absence in the five days prior to a task due date

Students and staff will be required to complete documentation. This will be reviewed by the committee and a determination made. Students have right of appeal to the Principal.

Where malpractice is detected a zero will be given for the task. The school may apply additional penalties through the school's disciplinary measures at the discretion of the Principal.

Weekly Study Planner

	7:00-9:00	9:00-11:00	11:00-1:00	1:00-3:00	3:00-5:00	5:00-7:00	7:00-9:00
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							

Year Planner

	Term 1	Term 2	Term 3	Term 4
Week 1 A				
Week 2 B				PDHPE
Week 3 A		Geography, Science		Geography, Science
Week 4 B				English, History, Mathematics
Week 5 A				History
Week 6 B		English, History, Mathematics	English, Science	
Week 7 A	Geography	History, PDHPE	Geography, PDHPE	
Week 8 B	Science		History, Mathematics	
Week 9 A	History, PDHPE			
Week 10 B	Mathematics			
Week 11 A				

PDHPE – Physical Development, Health and Physical Education



ENGLISH

2024 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Poetry Visual Representation and Reflection	30%	Term 2 Week 6	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01, EN4-ECB-01	Cultural Experiences in Poetry [Representation]	Students will compose a visual representation which contains a poem that they have composed that represents the culture and people of a chosen country. The visual design of the poster will be representative of their poem. Students will compose a short reflection, reflecting on their own process of composing
#2 Hero's Journey Speaking Assessment	35%	Term 3 Week 6	EN4-RVL-01, EN4-URB-01, EN4-URC-01, EN4-ECB-01	Film [Narrative]	Students will use their knowledge of the Hero's Journey and the film that they have studied in class to compose and perform a 3-4-minute persuasive speech which answers a question of their choice. Students will then listen to a peer's speech, answering a series of short answer questions evaluating their performance
#3 Novel Character Assessment	35%	Term 4 Week 4	EN4-RVL-01, EN4-URA-01, EN4-ECA-01, EN4-ECB-01	Novel [Character]	Students will rewrite a key event from the point of view of a different character from the novel they studied in class

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



GEOGRAPHY/ HISTORY

2024 Assessment Schedule

Task	Weighting (100% per semester)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Topic Test	20%	Term 1 Week 7	GE4-2, GE4-7	Geographical Skills	Multiple Choice, Short Answer Questions, Geographical Skills
#2 Structured Research Task	30%	Term 2 Week 3	GE4-1, GE4-5, GE4-8	Place and Liveability	Structured research task using a case study of a liveable place. Multimedia presentation to be submitted to complement oral component

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 environment

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

Task	Grade	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Assessment	1/3 of grade	Term 3 Week 8	HT4-2, HT4-8, HT4-9, HT4-10	Investigating the Ancient Past Ancient Greece	Research Assignment
#2 Course Work	1/3 of grade	Ongoing – Due Term 4 Week 4-5	HT4-1, HT4-3, HT4-7, HT4-9, HT4-10	Investigating the Ancient Past Ancient Greece	Ongoing coursework in class books
#3 Course Exam	1/3 of grade	Term 4 Week 4	HT4-2, HT4-4, HT4-5, HT4-6, HT4-10	Investigating the Ancient Past Ancient Greece	Topic Exam

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 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

***Please note History and Geography are taught as a Semester Course**



HISTORY/ GEOGRAPHY

2024 Assessment Schedule

Task	Grade	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task	
#1	Assessment	1/3 of grade	Term 1 Week 9	HT4-2, HT4-8, HT4-9, HT4-10	Investigating the Ancient Past	Research Assignment
#2	Course Work	1/3 of grade	Ongoing – Due Term 2 Week 7	HT4-1, HT4-3, HT4-7, HT4-9, HT4-10	Investigating the Ancient Past Ancient Greece	Ongoing coursework in class books
#3	Course Exam	1/3 of grade	Term 2 Week 6	HT4-2, HT4-4, HT4-5, HT4-6, HT4-10	Investigating the Ancient Past Ancient Greece	Topic Exam

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 groups in the context of past societies

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Task	Weighting (100% per semester)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task	
#1	Topic Test	20%	Term 3 Week 7	GE4-2, GE4-7	Geographical Skills	Multiple Choice, Short Answer Questions, Geographical Skills
#2	Structured Research Task	30%	Term 4 Week 3	GE4-1, GE4-5, GE4-8	Place and Liveability	Structured research task using a case study of a liveable place. Multimedia presentation to be submitted to complement oral component

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 environment

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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

***Please note History and Geography are taught as a Semester Course**



MATHEMATICS

2024 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Term 1 Quiz	25%	Term 1 Week 10	MA4-INT-C-01, MA4-FRC-C-01	Computation with Integers, Fractions, Decimals and Percentage	A combination of multiple choice and short answer questions on Computation with Integers, Fractions, Decimals and Percentage
#2 Half Yearly Exam	25%	Term 2 Week 6	MA4-INT-C-01, MA4-FRC-C-01, MA4-ALG-C-01	Computation with Integers, Fractions, Decimals and Percentage, Algebraic Techniques	Students will be assessed on cumulative topics from Term 1 plus the new topic Algebraic Techniques in Term 2
#3 Term 3 Quiz	25%	Term 3 Week 8	MA4-EQU-C-01, MA4-LEN-C-01, MA4-ARE-C-01	Equations, Length and Area	Students will sit an in-class test focusing on problem solving based questions in the scope of the three topics assessed
#4 Semester 2 Exam	25%	Term 4 Week 4	MA4-EQU-C-01, MA4-LEN-C-01, MA4-ARE-C-01, MA4-ANG-C-01	Equations, Length, Area and Angle Relationships	A combination of multiple choice and short answer questions on Equations, Length, Area and Angle Relationships

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

MA4-AGL-C-01 generalises number properties to operate with algebraic expressions including expansion and factorisation

MA4-LIN-C-01 creates and displays number patterns and finds graphical solutions to problems involving linear relationships

MA4-ARE-C-01 applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems

MA4-GEO-C-01 identifies and applies the properties of triangles and quadrilaterals to solve problems

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

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

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

MA4-LEN-C-01 applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems

MA4-VOL-C-01 applies knowledge of volume and capacity to solve problems involving right prisms and cylinders

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

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

MA4-RAT-C-01 solves problems involving ratios and rates, and analyses distance-time graphs

MA4-EQU-C-01 solves linear equations of up to 2 steps and quadratic equations of the form $ax^2 = c$

MA4-PYT-C-01 applies Pythagoras' theorem to solve problems in various contexts

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



MUSIC

2024 Assessment Schedule

Task	Weighting (100% per semester)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Film Composition	30%	Semester 1 or 2 Dependent on class	4.4, 4.5	Music for Film	Exploration of the musical concepts and instruments of the orchestra through creating music for a chosen film scene with the use of technology
#2 Film and Orchestra Listening	40%	Semester 1 or 2 Dependent on class	4.7, 4.9	Instruments of the Orchestra/Music for Film	Recognition and analysis of musical instruments and their role in film music through listening examination
#3 Keyboard Performance	30%	Semester 1 or 2 Dependent on class	4.2, 4.11	Music For Film	Performance of a film music piece, incorporating the concepts of music and instrumental technical skills

- 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
- *Please note Music and Visual Arts are taught as a Semester Course*

- 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



PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

2024 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Fundamental Movement Skills Assessment (PRAC)	25%	Term 1 Week 9-10	PD4-5, PD4-11	Survivor	Assessment of student's fundamental movement skills
#2 Health Promotion Strategy (Theory)	25%	Term 2 Week 7	PD4-3, PD4-6, PD4-10	#NOREGRET	Students design an initiative to promote wellbeing
#3 Research Task (Theory)	25%	Term 3 Week 7	PD4-2, PD4-7, PD4-9	Eat, Sleep, Train, Repeat	Analyse factors affecting wellbeing
#4 OzTag (PRAC)	25%	Term 4 Week 2-3	PD4-4, PD4-11	OzTag	Students demonstrate defensive and offensive skills

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

2024 Assessment Schedule

Task		Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1	Group Practical Task	30%	Term 1 Week 8-9	May contain a combination of any of the following outcomes 1.2: SC4-5WS, SC4-6WS 1.3: SC4-7WS 1.4: SC4-17CW	Sorting and Separating	Working Scientifically (Practical)
#2	Topic Test	20%	Term 2 Week 3- 4	May contain a combination of any of the following outcomes 1.3: SC4-7WS, SC4-9WS 1.4: SC4-14LW, SC4-17CW	Sorting and Separating	Knowledge and Process
#3	Research	30%	Term 3 Week 6-7	1.2: SC4-4WS, SC4-6WS 1.3: SC4-7WS, SC4-8WS, SC4-9WS 1.4: SC4-10PW, SC4-12ES or SC4-16CW	To Infinity and Beyond OR Transformations	Working Scientifically Research and Presentation
#4	Yearly Exam	20%	Term 4 Week 3-4	May contain a combination of any of the following outcomes 1.3: SC4-7WS, SC4-8WS, SC4-9WS 1.4: SC4-10PW to SC4-17CW	Transformations and Sorting and Separating and/or To Infinity and Beyond and/or From Little Things Big Things Grow	Knowledge and Process

1.1 builds positive values and attitudes towards Science in their lives and everyday society:

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

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

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

1.2 knowledge, understanding of and skills in applying the processes of working scientifically:

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

1.3 presents science and evidence for a particular purpose and to a specific audience, using appropriate language, conventions and representations:

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

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

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

1.4 knowledge of the physical world and/or Earth and Space and/or Living World and/or Chemical World, and understanding about the nature, development, use and influence of Science:

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

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

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

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

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

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

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

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



TECHNOLOGY MANDATORY

2024 Assessment Schedule

Task	Grade	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Self-Water Planter System and Design Folio	Graded A-E	On-going Assessment	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG	Agriculture and Food Technologies	Design and produce a Self-Watering planter system for a vegetable/herb
#2 Website Design and Design Folio	Graded A-E	On-going Assessment	TE4-2DP, TE4-7DI, TE4-10TS	Digital Technologies	Design and produce a website using HTML code
#3 Engineering Design	Graded A-E	On-going Assessment	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-10TS	Products: Industrial Design	A practical project that investigates the principles of flight and motion

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

2024 Assessment Schedule

Task		Weighting (100% per semester)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1	Artmaking	50%	Semester 1 or 2 Dependent on class	4.1, 4.3, 4.5	Representation, Practice, Frames	Exploration of a range of ideas and interests in the world particularly the expression of self through a 2D form (drawing) focusing on both the subjective and structural frames
#2	Critical Historical	50%	Semester 1 or 2 Dependent on class	4.7, 4.9	Frames, Practice	Examination

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 in Artmaking

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

**Please note Music and Visual Arts are taught as a Semester Course*

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 in Critical and Historical

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