

Assessment Handbook

Year 7 2022

Bede Polding College Assessment Policy

1. Rationale

Over the course of the last 35 years, our College has strived to build a dynamic, harmonious Catholic community, which is focused on individual learning, and built on the foundations laid by our patron, Australia's first Bishop John Bede Polding. This foundation of compassion, faith, integrity, and missionary zeal underpins our College motto 'Called to Bring Peace'. We believe that every student has the right to learn, and that we can create 21st Century learning environments that bring out the very best in every individual. We actively engage with parents and carers to set learning goals and provide feedback on student progress so that every student can improve and reach their potential.

This policy is intended to ensure students understand the importance of the assessment program and the implications of not complying with assessment requirements. A key factor in quality education is delivering a transparent program directed by clear guidelines and consistent application of procedures.

As a secondary school within the Catholic Diocese of Parramatta it is essential to ensure compliance with:

- 1.1 the NSW Education Standards Authority (NESA)
- 1.2 NSW requirements for the award of RoSA
- 1.3 Preliminary Higher School Certificate and Higher School Certificate courses as detailed in the Assessment Certification and Examination Manual and

These can be found at <https://ace.nesa.nsw.edu.au/>

1. Guiding Principles

- 2.1 Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course. This can be achieved in many ways including formal testing through to informal observation of students. The type of assessment tool depends on the outcomes being assessed and the learning needs of individual students.
- 2.2 Our College ensures that students with a disability can access and participate in education on the same basis as other students, as required under the *Disability Standards for Education 2005*.

Some students with a disability will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. Teachers will consult the Inclusion Team and Inclusion Mentors to determine the most appropriate adjustments to assessment. These may include (but are not limited to):

- adjustments to the assessment process, for example scaffolded instructions, additional guidance provided, highlighted key-words or phrases, the use of specific technology, extra time in an examination
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions

- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

2.3 All assessment tasks and procedures at Bede Polding College are delivered in a consistent manner across all subject areas and Year levels to ensure equity for students and transparency of the assessment process. The underlying principle is that no student is disadvantaged or gains an advantage through circumstances beyond their control. Students should feel that all assessment is fair and equitable.

1. Policy

3.1 Commencement of Assessment

3.1.1 Years 7 - 10

Student progress throughout Years 7, 8, 9 and 10 are reported via a grade (A - E) which summarises the level of a student's performance in a particular course. Marks may be awarded for a task which will reflect the range within the A - E grade awarded. In this instance, marks will also be indicated with grades on the Marking Criteria/Guidelines. The assessment program will begin at the commencement of each academic year.

3.2 Assessment Notification

3.2.1 All students are provided with an electronic copy of their relevant assessment Handbook via Canvas at the commencement of each school year. This booklet will be updated as required and can be accessed, along with the Assessment Overview, on Canvas Course: Year 7 Learning & Wellbeing <https://canvas.parra.catholic.edu.au/courses/8507> and the College website.

3.2.2 Assessment Handbooks contain a copy of this policy, and an Assessment Overview outlining the assessment program for each subject including the following details for each assessment task held throughout each Report Semester:

- Date/Week of task
- Nature of task
- Due date of task
- Outcomes assessed.

3.2.3 Students may also be given more detailed notification of assessment tasks in writing, at least two weeks prior to a task.

3.3 Absence from Assessment Tasks

3.3.1 It is the expectation of the College that students will be present at school for any scheduled assessment task and that any take-home task or assignment will be submitted by the due date.

3.4 Role of ICT

3.4.1 The College does not guarantee that College ICT resources will:
(a) always be available (including printing); or
(b) be free from any defects.

3.4.2 Students must take personal responsibility for their assessment work, including the use of ICT. Therefore, tasks not submitted on the due date owing to computer, device, printer, USB, Internet, or another ICT failure WILL NOT be accepted for grounds of non-completion/non-submission.

- 3.4.3 The “backing up” of all work is the responsibility of the student and the College does not accept responsibility for the lateness of completion of assessment tasks due to technological failure.

Students should employ strategies to prevent the loss of work. These might include:

- backing up files regularly
- sending work to your email during the progress of the task
- printing off hard copies during the progress of the task
- saving work in Google Drive
- backing up devices regularly

3.5 Plagiarism and Academic Misconduct

- 3.5.1 The College has procedures to deal with allegations of different types of academic misconduct by students.

- 3.5.2 Plagiarism is one type of academic misconduct. Teachers will use their professional judgement to discount all or part of any work that is plagiarised in the marking process, and all assessment submissions in Canvas will undergo a plagiarism check through *unicheck*. Students have access to unichack, and should ensure that they check all of their work before submission. 'Plagiarism is when you pretend that you have written or created a piece of work that someone else originated.' (Board of Studies, HSC Assessments and Submitted Works, Advice to Students, 2006) [NESA - Plagiarism](#)

3.6 Illness/Misadventure

- 3.6.1 The illness and misadventure process is available to support students who are unwell or have an accident or other misadventure at the time of a formal assessment or examination.

- 3.6.2 Any illness or medical procedure that prevents a student from attending, completing, or submitting a scheduled assessment task may be considered reasonable grounds for application of Illness.

- 3.6.3 If a student experiences illness with regard to attending, completing, or submitting an assessment task they must make an application for Illness using the Illness/Misadventure form via [Wellbeing Canvas](#) on, before, or **within two consecutive days of the due date**. Students/Parents may want to contact the Director of Learning and Innovation, or the Director of Learning and Pedagogy, or the relevant Leaders of Learning and Wellbeing to inform them that Illness has occurred and an application will be pending.

Concession for Illness will only be approved by the College Principal and/or Director of Learning and Innovation. All applications will be reviewed and **medical certification or note of parental explanation will be required**. A copy of the IMF google form is available on Course: Year 7 Learning & Wellbeing or via the College website.

- 3.6.4 Students must be prepared to attend, complete or submit the assessment task on the next day of their return to the College, with a submitted Illness/Misadventure form and accompanying Documentation.

- 3.6.5 Misadventure is any unknown event that prevents a student from attending, completing or submitting a scheduled assessment task.

- 3.6.6 If a student experiences misadventure with regard to attending, completing or submitting an assessment task they must make an application for Misadventure using the Illness/Misadventure form (IMF form) via Canvas on, before, or **within two days of the due date**. Students/Parents may want to contact the Director of Learning and Innovation, or the

relevant Leaders of Learning and Wellbeing to inform them that a Misadventure has occurred and an application will be pending. A copy of the IMF google form is available on Course: Year 7 Learning & Wellbeing or via the College website.

- 3.6.7 Misadventure will only be approved by the College Principal and/or Director of Learning and Innovation. All applications will be reviewed and **supporting documentation or note of parental explanation may be required.**
- 3.6.8 Students must be prepared to attend, complete or submit the assessment task on the next day of their return to the College, with a submitted Illness/Misadventure and accompanying documentation.

3.7 Appeals and penalties

- 3.7.1 Students may appeal an assessment result that is believed to be incorrect. Students should contact their teacher immediately if they believe their assessment result is incorrect. If students feel they have been incorrectly graded in a course, they should talk to their teacher immediately. If still not satisfied that the result is correct, students can apply to the Principal or Director of Learning and Innovation for a review. In this review, the College will consider whether it:
- weighted its assessment tasks in line with the NESAs requirements
 - complied with its stated assessment program when deciding your grade
 - miscalculated or made a clerical error when deciding your assessment grade.
- 3.7.2 **Penalties** - Students who fail to attend, complete, or submit an assessment task on time, without Illness/Misadventure Approval **must attend a two-hour Thursday workshop**, with the intention that they complete the overdue assessment work. The class teacher will contact parents directly to communicate, in this instance. The College Leaders of Learning may also make contact with parents/guardians and an interview may be required to outline College requirements and expectations.
- 3.7.1 Students who **submit or complete assessment work before the two-hour Thursday date issued, will be required to attend the workshop for one hour**, as a consequence of the penalty for failing to complete/submit assessment work according to submission details.

3.8 Student results and feedback

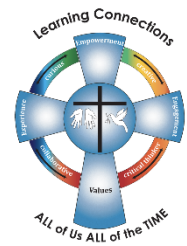
- 3.8.1 Teacher feedback about student learning is essential for students and integral to teaching, learning and assessment. Feedback can clarify for students:
- how their knowledge, understanding, and skills are developing in relation to the syllabus outcomes and content being addressed
 - how to improve their learning.
- 3.8.2 While it is not a requirement for teachers to provide informal feedback to students during the development of student work for a formal assessment task, it may be a valuable way for teachers to monitor student progress and the authorship of student work.
- Marks or grades are not to be attributed to informal feedback, rather, teacher feedback should be descriptive in its nature, allowing students to improve upon their achievement of the outcomes being assessed.

- The College and Learning Faculties will make decisions and notify students regarding the provisions of informal feedback ensuring equal opportunity for all students to receive feedback from teachers.
- Formal assessments will have checkpoint dates, which will be an opportunity for teachers to give students feedback on the achievement of the syllabus outcomes being assessed.

3.8.3 The College will ensure that following the completion/submission of student tasks, they will be graded and given appropriate feedback **within 10 school days of completion/submission.**



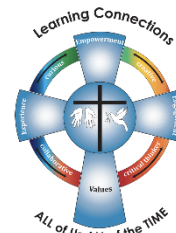
Assessment Overview Year 7 2022



| | Term 1 | Term 2 | Term 3 | Term 4 |
|----|---|--|--|---|
| 1 | | | | |
| 2 | | Science Sem 1 Visual Arts | | Sem 2 Visual Arts |
| 3 | | | Sem 1 History | |
| 4 | | Sem 1 History | | Sem 2 Geography Sem 1 History Sem 2 Visual Arts |
| 5 | Sem 1 Geography | Sem 1 Geography Sem 1 Visual Arts | Sem 2 Geography | |
| 6 | Sem 1 Visual Arts | Mathematics Science Sem 1 Music | Mathematics Sem 2 Visual Arts | Flourish Mathematics Science Sem 2 Music |
| 7 | Sem 1 History | Sem 1 Timber Tech. Sem 1 Digital Tech. Sem 1 Textiles Tech. Sem 1 Media Tech. Sem 1 Metal Tech. Sem 1 Graphics Tech. | | Sem 2 Timber Tech. Sem 2 Digital Tech. Sem 2 Textiles Tech. Sem 2 Media Tech. Sem 2 Metal Tech. Sem 2 Graphics Tech. |
| 8 | Mathematics Sem 1 Visual Arts | Sem 1 Visual Arts Sem 1 Food Tech Sem 1 Agriculture Sem 1 Timber Tech. Sem 1 Digital Tech. Sem 1 Textiles Tech. Sem 1 Media Tech. Sem 1 Metal Tech. Sem 1 Graphics Tech. | Sem 2 Visual Arts | Sem 2 Visual Arts Sem 2 Food Tech Sem 2 Agriculture Sem 2 Textiles Tech. Sem 2 Media Tech. Sem 1 Metal Tech. Sem 1 Graphics Tech. |
| 9 | | | Flourish | |
| 10 | Flourish Sem 1 Geography PDHPE Sem 1 Music | Flourish | Science Sem 2 Geography PDHPE Sem 2 Music | |



Assessment / Reporting Program Year 7 2022



| Subject | FLOURISH | | | | | |
|---------------------------|-----------------|---------------------------------------|--|--------------------------|--------------------------|---------------------|
| Year | Year | | | | | |
| Task Number Task Type | Report Outcomes | Task Notification Date | Task Due Date | Sem 1 Report Weighting * | Sem 2 Report Weighting * | Yearly Weighting ** |
| 1. Picture Book Narrative | 2, 3, 4, 5 | Week 5, Term 1 Monday 28th March | Week 10, Term 1 Tuesday 5th April | 100 | | 25 |
| 1. Persuasive Speech | 2, 3, 6 | Week 5, Term 2 Monday 23rd June | Week 10, Term 2 Tuesday 28th June | | 35 | 25 |
| 1. Social Justice Film | 2, 3, 7 | Week 4, Term 3 Monday 8th August | Week 9, Term 3 Tuesday 13th September | | 35 | 25 |
| 1. Exam | 1, 2, 3, 8 | Week 3, Term 4 Monday 24th October | Week 6, Term 4 (Ass. Block) | | 30 | 25 |
| TOTAL: | | | | 100% | 100% | 100% |

| Flourish Report Outcomes | |
|--------------------------|--|
| 1 | responds to a variety of texts, including Sacred Scripture, in appreciative, critical and interpretive ways |
| 2 | composes a variety of texts in critical, imaginative and interpretative ways, appropriate to audience, purpose and context |
| 3 | uses language to shape meaning through the thoughtful selection and ordering of appropriate content, and by drawing on a widening repertoire of language choices |
| 4 | demonstrates an understanding of the human necessity for belonging and identity as a path to human flourishing (Term 1 - Sem 1) |
| 5 | demonstrates an understanding of the characteristics of a Catholic faith community (Term 1 - Sem 1) |
| 6 | demonstrates a Catholic understanding of the relevance of the incarnation through images of Jesus and Christ-like people (Term 2 - Sem 2) |

| | |
|---|---|
| 7 | demonstrates a Catholic understanding of the human necessity for social justice and morality (Term 3) |
| 8 | demonstrates a Catholic understanding of how God is revealed in our world (Term 4) |

| Subject | Mathematics | | | | | |
|--|-----------------|------------------------|----------------|--------------------------|--------------------------|---------------------|
| Year | Year | | | | | |
| Task Number Task Type | Report Outcomes | Task Notification Date | Task Due Date | Sem 1 Report Weighting * | Sem 2 Report Weighting * | Yearly Weighting ** |
| 1. Number, Indices and Angles In-class test | 1, 2 | Term 1, Week 6 | Term 1, Week 8 | 50% | - | 25% |
| 2. Semester 1 Examination | 3, 4 | Term 2, Week 4 | Term 2, Week 6 | 50% | - | 25% |
| 3. Algebra and Probability In-class test | 5, 6 | Term 3, Week 4 | Term 3, Week 6 | | 50% | 25% |
| 4. Semester 2 Examination | 7, 8 | Term 2, Week 4 | Term 4, Week 6 | | 50% | 25% |
| TOTAL: | | | | 100% | 100% | 100% |

| Mathematics Report Outcomes | |
|-----------------------------|--|
| 1 | Operates with positive integers and zero indices of numerical bases |
| 2 | Identifies and uses angle relationships |
| 3 | Compares, orders and calculates with integers, applying a range of strategies to aid computation |
| 4 | Operates with fractions, decimals and percentages |
| 5 | Generalises number properties to operate with algebraic expression |
| 6 | Calculates probabilities of simple events |
| 7 | Uses formulas to calculate the areas of quadrilaterals and circles |
| 8 | Collects, represents and interprets single sets of data |

| Subject 7 | | Science | | | | |
|------------------------------------|-----------------|---|--|--------------------------|--------------------------|---------------------|
| Year 7 | | Year 2022 | | | | |
| Task Number | Report Outcomes | Task Notification Date | Task Due Date | Sem 1 Report Weighting * | Sem 2 Report Weighting * | Yearly Weighting ** |
| Task 1: Practical task | 1, 2, 3 | Monday 4th April Term 1 Week 10 | Term 2 Week 2 B,C,D Tuesday 3rd May A,E,F,G Wednesday 4th May | 60 | | 30 |
| Task 2: Examination | 3, 4 | Monday 16th May Term 2 Week 4 | Term 2 Week 6 Assessment Block 30th May - 3rd June | 40 | | 20 |
| Task 3: Scientific Modelling | 3, 5 | Monday 6th September Term 3 Week 8 | Term 3 Week 10 Monday 19th September | | 60 | 30 |
| Task 4: Examination | 1, 6, 5, 7 | Monday 31st October Term 4 Week 4 | Term 4 Week 6 Assessment Block 14th - 18th November | | 40 | 20 |
| TOTAL: | | | | 100% | 100% | 100% |

| Science Report Outcomes | |
|-------------------------|---|
| 1 | Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions. |
| 2 | Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge. |
| 3 | Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations. |
| 4 | Describes the action of unbalanced forces in everyday situations. |
| 5 | Describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system. |
| 6 | Relates the structure and function of living things to their classification, survival and reproduction. |
| 7 | Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles. |

| Subject | | Geography | | | | |
|------------------------------------|-----------------|--------------------------------|----------------------------------|--------------------------|--------------------------|---------------------|
| Year 7 | | Semester 1 | | | | |
| Task Number | Report Outcomes | Task Notification Date | Task Due Date | Sem 1 Report Weighting * | Sem 2 Report Weighting * | Yearly Weighting ** |
| 1 Skills Test | 3 | Term 1 Week 3 14th February | Term 1 Week 5 28th February | 30% | | 30% |
| 2 PBL - Natural Hazards Group Task | 1, 2, 4 | Term 1 Week 6 7th March | Term 1 Week 10 5th April | 40% | | 40% |
| 3 Submission - Research task | 1, 2, 4 | Term 2 Week 3 9th May | Term 2 Week 5 23rd May | 30% | | 30% |
| Year 7 | | Semester 2 | | | | |
| 1 Skills Test | 3 | Term 3 Week 3 1st August | Term 3 Week 5 15th August | | 30% | 30% |
| 2 PBL - Natural Hazards Group Task | 1, 2, 4 | Term 3 Week 6 23rd August | Term 3 Week 10 20th September | | 40% | 40% |
| 3 Submission - Research task | 1, 2, 4 | Term 4 Week 2 17th October | Term 4 Week 4 1st November | | 30% | 30% |
| TOTAL: | | | | 100% | 100% | 100% |

| Geography Report Outcomes | |
|---------------------------|--|
| 1 | locates and describes the diverse features and characteristics of a range of places and environments |
| 2 | discusses management of places and environments for their sustainability |
| 3 | processes geographical information by selecting and using geographical tools |
| 4 | communicates geographical information using a variety of strategies |

| Subject | | History | | | | |
|----------------------------|-----------------|---------------------------------------|--|--------------------------|--------------------------|---------------------|
| Year 7 | | Semester 1 | | | | |
| Task Number | Report Outcomes | Task Notification Date | Task Due Date | Sem 1 Report Weighting * | Sem 2 Report Weighting * | Yearly Weighting ** |
| 1.In class Source Analysis | 3 | Monday 28 February, Week 5 Term 1 | Week 7 Term 1 | 50% | | 50% |
| 2. Research Task | 1, 2, 4 | Wednesday 4 May, Week 2, Term 2 | Thursday 19 May, Week 4, Term 2 | | 50% | 50% |
| Year 7 | | Semester 2 | | | | |
| 1.In class Source Analysis | 3 | Monday 15 August, Week 5 Term 3 | Week 7 Term 3 | 50% | | 50% |
| 2. Research Task | 1, 2, 3, 4 | Wednesday, 19 October, Week 2, Term 4 | Thursday, 3rd November, Week 4, Term 4 | | 50% | 50% |
| TOTAL: | | | | 100% | 100% | 100% |

| History Report Outcomes | |
|-------------------------|--|
| 1 | Describes the nature of history and archaeology and explains their contribution to an understanding of the past. |
| 2 | Describes and explains the causes and effects of events and developments of past societies over time. |
| 3 | Locates, selects and organises information from sources to develop an historical inquiry. |
| 4 | Uses a range of historical terms and concepts when communicating an understanding of the past. |

| Subject | | Personal Development Health and Physical Education | | | | |
|--|-----------------|--|----------------------------|--------------------------|--------------------------|---------------------|
| Year 7 | | Year 7 | | | | |
| Task Number Task Type | Report Outcomes | Task Notification Date | Task Due Date | Sem 1 Report Weighting * | Sem 2 Report Weighting * | Yearly Weighting ** |
| 1. Hand-in Task - Changes in Me | 1, 2 | Week 7 / Term 1 - 14/3/22 | Week 10 / Term 1 - 4/4/22 | 50% | | 25% |
| 2. In class practical skills performance | 3, 4 | Week 1 / Term 1 | Ongoing | 50% | | 25% |
| 3. Hand-in Task - Get Moving | 5, 6 | Week 7 / Term 3 - 29/8/22 | Week 10 / Term 3 - 19/9/22 | | 50% | 25% |
| 4. In class practical skills performance | 7, 8 | Week 1 / Term 3 | Ongoing | | 50% | 25% |
| TOTAL: | | | | 100% | 100% | 100% |

| Personal Development Health and Physical Education Report Outcomes | |
|--|--|
| 1 | examines the impact of physical, social and emotional changes during adolescence |
| 2 | evaluates strategies to manage current and future challenges and propose individual support networks and external support services |
| 3 | refines, applies and transfers movement skills in a variety of dynamic physical activity contexts |
| 4 | adopts roles and responsibilities that support and enhance planning of physical activities, team cohesion and lead to successful movement outcomes |
| 5 | Investigates health practices and behaviours to promote health, wellbeing and physically active communities |
| 6 | Propose individual strategies to enhance participation in physical activity |
| 7 | refines, applies and transfers movement skills in a variety of dynamic physical activity contexts |
| 8 | adopts roles and responsibilities that support and enhance planning of physical activities, team cohesion and lead to successful movement outcomes |

| Subject | | Music | | | | |
|-----------------|-----------------|--|--|-------------------------------------|--------------------------|---------------------|
| Year | | Year | | | | |
| Task Number | Report Outcomes | Task Notification Date | Task Due Date | Sem 1 Report Weighting * | Sem 2 Report Weighting * | Yearly Weighting ** |
| Task Type | | | | | | |
| 1 In-class Task | 1 | <u>Sem 1</u> Term 1/ Week 4 8th (G, I), 9th (A, C), 11th March (E) <u>Sem 2</u> Term 3/ Week 4 2nd (H, J), 3rd (B, D), 5th August (F) | <u>Sem 1</u> Term 1/ Week 10 5th (G, I), 6th (A, C), 8th April (E) <u>Sem 2</u> Term 3/ Week 10 20th (H, J), 21st (B, D), 23rd September (F) | 35% (Performing) | 35% | 35% |
| 2 Hand-in Task | 2, 3, 4 | <u>Sem 1</u> Term 1/ Week 4 8th March (G, I), 9th March (A, C), 11th March (E) <u>Sem 2</u> Term 3/ Week 4 2nd August (H, J), 3rd August (B, D), 5th August (F) | <u>Sem 1</u> Term 1/ Week 10 8th April <u>Sem 2</u> Term 3/ Week 10 23rd September | 40% (Composing 35 + Listening 5) | 40 (35+5)% | 40% |
| 3 Exam | 4, 5, 6 | <u>Sem 1</u> Term 2/ Week 2 3rd May (G, I); 4th May(A, C); 6th May (E) <u>Sem 2</u> Term 4/ Week 2 18th October (H, J); 19th October (B, D); 21st October (F) | <u>Sem 1</u> Term 2/ Week 6 31st May (G, I); 1st (A, C); 3rd June (E) <u>Sem 2</u> Term 4/ Week 6 15th November (H, J); 16th November (B, D); 18th November (F) | 25% (Listening) | 25% | 25% |
| TOTAL: | | | | 100% | 100% | 100% |

Music Report Outcomes

| | |
|---|---|
| 1 | performs music using different forms of notation and different types of technology across a broad range of musical styles |
| 2 | demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing |
| 3 | notates compositions using traditional and/or non-traditional notation |
| 4 | demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas |
| 5 | demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire |
| 6 | demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study |

| Subject | Visual Arts | | | | | |
|--|-----------------|---|---|--------------------------|--------------------------|---------------------|
| Year | Year | | | | | |
| Task Number Task Type | Report Outcomes | Task Notification Date | Task Due Date | Sem 1 Report Weighting * | Sem 2 Report Weighting * | Yearly Weighting ** |
| Statement of Intention (3D BOW) | 4 | Term 1/Week 4 22nd February (B,D,F, H, J) Term 3/Week 4 26th July (B,D,F, H, J) | Term 1/Week 6 8th March (B,D,F, H, J) Term 3/Week 6 23rd August (B,D,F, H, J) | 10% | 10% | 10% |
| 3D Body of Work & Process Diary (Ceramic Form) | 1, 2, 3 | Term 1/Week 4 22nd February (B,D,F, H, J) Term 3/Week 4 9th August (B,D,F, H, J) | Term 1/Week 8 21st March (F) 22nd March (B, H, J) 23rd March (D) Term 3/Week 8 5th September (F) 6th September (B, H, J) 7th September (D) | 30% | 30% | 30% |
| Information Report (3D BOW) | 4, 5 | Term 1/Week 8 21st March (F) 22nd March (B, H, J) 23rd March (D) Term 3/Week 8 5th September (F) 6th September (B, H, J) 7th September (D) | Term 1/Week 10 4th April (F) 5th April (B, H, J) 6th April (D) Term 3/Week 10 19th September (F) 20th September (B, H, J) 21st September (D) | 10% | 10% | 10% |
| Statement of Intention (2D BOW-Portrait) | 4 | Term 2/Week 2 3rd May (B,D,F, H, J) Term 4/Week 2 18th October (B,D,F, H, J) | Term 2/Week 4 17th May (B,D,F, H, J) Term 4/Week 4 1st November (B,D,F, H, J) | 10% | 10% | 10% |
| 2D Body of Work & Process Diary | 1, 2, 3, 5 | Term 2/Week 5 25rd May (F, H, J) | Term 2/Week 8 14th June (B,D,F, H, J) | 40% | 40% | 40% |

| | | | | | | |
|---------------------------------|--|--|--|------|------|------|
| (Portrait & Virtual Exhibition) | | 27th May (B, D) Term 4/Week 4 1st November (B,D,F, H, J) | Term 4/Week 7 23rd November (F, H, J) 25th November (B, D) | | | |
| TOTAL: | | | | 100% | 100% | 100% |

| Visual Arts Report Outcomes | |
|-----------------------------|--|
| 1 | uses a range of strategies to explore different artmaking conventions and procedures to make artworks |
| 2 | explores the function of and relationships between artist-artwork-world-audience (artmaking) |
| 3 | recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts |
| 4 | explores aspects of practice in critical and historical interpretations of art |
| 5 | explores the function of and relationships between the artist-artwork-world-audience (critical and historical studies) |

| Subject | | Technology Mandatory – Food and Agriculture Semester One Rotation | | | | |
|--|--|---|--|--------------------------|--------------------------|---------------------|
| Year | | Year 7 | | | | |
| Task Number Task Type | Report Outcomes | Task Notification Date | Task Due Date | Sem 1 Report Weighting * | Sem 2 Report Weighting * | Yearly Weighting ** |
| 1. Food Preparation and Agricultural Skills | TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects | Term 1 Week 5 | Cumulative assessment of practical skills throughout the Semester | 60% | | |
| 2. Learning Portfolio | TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities | Term 1 Week 5 | Cumulative collection throughout the Semester. Final Submission Term 2 Week 8 | 40% | | |
| TOTAL: | | | | 100% | | |

| Subject | | Technology Mandatory – Food and Agriculture Semester Two Rotation | | | | |
|--|--|---|---|--------------------------|--------------------------|---------------------|
| Year | | Year 7 | | | | |
| Task Number Task Type | Report Outcomes | Task Notification Date | Task Due Date | Sem 1 Report Weighting * | Sem 2 Report Weighting * | Yearly Weighting ** |
| 1. Food Preparation and Agricultural Skills | TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects | Term 3 Week 5 | Cumulative assessment of practical skills throughout the Semester | | 60% | |
| 2. Learning Portfolio | TE4-1DP designs, communicates and | Term 3 Week 5 | Cumulative collection throughout the Semester. | | 40% | |

| | | | | | | |
|--|--|--|--------------------------------------|--|------|--|
| | evaluates innovative ideas and creative solutions to authentic problems or opportunities | | Final Submission Term 4 Week 8 | | | |
| | | | TOTAL: | | 100% | |

Technology Mandatory – Food and Agriculture - Semester One and Two

| | |
|---|--|
| 1 | designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities |
| 2 | selects and safely applies a broad range of tools, materials and processes in the production of quality projects |

| Subject | | Technology Mandatory – Timber and Digital Technologies Semester One Rotation | | | | |
|--|--|--|--|--------------------------|--------------------------|---------------------|
| Year | | Year 7 | | | | |
| Task Number | Report Outcomes | Task Notification Date | Task Due Date | Sem 1 Report Weighting * | Sem 2 Report Weighting * | Yearly Weighting ** |
| 1. Design Project Phone Stand | TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects | Term 1 Week 5 | Term 2 Week 7 | 15% | | |
| 2. Design Project Pencil Box | TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects | Term 1 Week 5 | Term 2 Week 7 | 15% | | |
| 2. Robotics and Coding Activities | TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects | Term 1 Week 5 | Term 2 Week 7 | 30% | | |
| 2. Learning Portfolio | TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities | Term 1 Week 5 | Cumulative collection throughout the Semester. Final Submission Term 2 Week 8 | 40% | | |
| TOTAL: | | | | 100% | | |

| Subject | Technology Mandatory – Timber and Digital Technologies Semester Two Rotation | | | | | |
|--------------------------------------|--|------------------------|--|--------------------------|--------------------------|---------------------|
| Year | Year 7 | | | | | |
| Task Number Task Type | Report Outcomes | Task Notification Date | Task Due Date | Sem 1 Report Weighting * | Sem 2 Report Weighting * | Yearly Weighting ** |
| 1. Design Project Phone Stand | TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects | Term 3 Week 5 | Term 4 Week 7 | | 15% | |
| 2. Design Project Pencil Box | TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects | Term 3 Week 5 | Term 4 Week 7 | | 15% | |
| 2. Robotics and Coding Activities | TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects | Term 3 Week 5 | Term 4 Week 7 | | 30% | |
| 2. Learning Portfolio | TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities | Term 3 Week 5 | Cumulative collection throughout the Semester. Final Submission Term 4 Week 8 | | 40% | |
| TOTAL: | | | | | | |

Technology Mandatory – Timber and Digital Technologies Report Outcomes - Semester One and Two

| | |
|---|--|
| 1 | designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities |
| 2 | selects and safely applies a broad range of tools, materials and processes in the production of quality projects |

| Subject | | Technology Mandatory – Textiles and Media Technologies Semester One Rotation | | | | |
|--|--|--|---|--------------------------|--------------------------|---------------------|
| Year | | Year 7 | | | | |
| Task Number | Report Outcomes | Task Notification Date | Task Due Date | Sem 1 Report Weighting * | Sem 2 Report Weighting * | Yearly Weighting ** |
| Task Type | | | | | | |
| 1. Design Project Practical Shorts | TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects | Term 1 Week 5 | Term 2 Week 7 | 60% | | |
| 2. Design Project Portfolio Website | TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities | Term 1 Week 5 | Cumulative collection throughout the Semester. Final Submission Term 2 Week 8 | 40% | | |
| TOTAL: | | | | 100% | 100% | 100% |

| Subject | | Technology Mandatory – Textiles and Media Technologies Semester Two Rotation | | | | |
|--|--|--|--|--------------------------|--------------------------|---------------------|
| Year | | Year 7 | | | | |
| Task Number | Report Outcomes | Task Notification Date | Task Due Date | Sem 1 Report Weighting * | Sem 2 Report Weighting * | Yearly Weighting ** |
| 1. Design Project Practical Shorts | TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects | Term 3 Week 5 | Term 4 Week 7 | | 60% | |
| 2. Design Project Portfolio Website | TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities | Term 3 Week 5 | Cumulative collection throughout the Semester. Final Submission Term 4 Week 8 | | 40% | |
| TOTAL: | | | | | 100% | |

| Technology Mandatory – Textiles and Media Technologies Report Outcomes Semester One and Two | |
|---|--|
| 1 | designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities |
| 2 | selects and safely applies a broad range of tools, materials and processes in the production of quality projects |

| Subject | | Technology Mandatory – Metal and Graphics Technologies Semester One Rotation | | | | |
|--------------------------------------|--|--|--|--------------------------|--------------------------|---------------------|
| Year | | Year 7 | | | | |
| Task Number | Report Outcomes | Task Notification Date | Task Due Date | Sem 1 Report Weighting * | Sem 2 Report Weighting * | Yearly Weighting ** |
| 1. Design Project Garden Spade | TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects | Term 1 Week 5 | Term 2 Week 7 | 30% | | |
| 2. Graphic Art Design Project | TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects | Term 1 Week 5 | Term 2 Week 7 | 30% | | |
| 2. Learning Portfolio | TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities | Term 1 Week 5 | Cumulative collection throughout the Semester. Final Submission Term 2 Week 8 | 40% | | |
| TOTAL: | | | | 100% | | |

| Subject | | Technology Mandatory – Metal and Graphics Technologies Semester Two Rotation | | | | |
|--------------------------------------|--|--|--|--------------------------|--------------------------|---------------------|
| Year | | Year 7 | | | | |
| Task Number | Report Outcomes | Task Notification Date | Task Due Date | Sem 1 Report Weighting * | Sem 2 Report Weighting * | Yearly Weighting ** |
| Task Type | | | | | | |
| 1. Design Project Garden Spade | TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects | Term 3 Week 5 | Term 4 Week 7 | | 30% | |
| 2. Graphic Art Design Project | TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects | Term 3 Week 5 | Term 4 Week 7 | | 30% | |
| 2. Learning Portfolio | TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities | Term 3 Week 5 | Cumulative collection throughout the Semester. Final Submission Term 4 Week 8 | | 40% | |
| TOTAL: | | | | | 100% | |

| Technology Mandatory – Metal and Graphics Technologies Report Outcomes Semester One and Two | |
|---|--|
| 1 | designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities |
| 2 | selects and safely applies a broad range of tools, materials and processes in the production of quality projects |