



YEAR 7 ASSESSMENT AND REPORTING PROCEDURES 2024



PENNANT HILLS HIGH SCHOOL

LAURENCE STREET, PENNANT HILLS, NSW, 2120

PHONE: 9473 5000

EMAIL: PENNANTHIL-H.SCHOOL@DET.NSW.EDU.AU

WEB: [HTTPS://PENNANTHIL-H.SCHOOLS.NSW.GOV.AU](https://PENNANTHIL-H.SCHOOLS.NSW.GOV.AU)

Table of Contents

YEAR 7 ASSESSMENT PROCEDURES	2
The purpose of assessment	2
How will assessment be undertaken?	2
Responsibility	3
Submission of tasks	3
Assessment tasks that are completed outside of the classroom	3
Assessment tasks that are completed in class	3
General comments on assessment	3
Examinations	4
Absence from assessment tasks / examinations	4
Integrity	5
Failure to submit a task on time	5
Non-completion of assessment tasks	5
Attendance before a task is due	6
Mobile phones and electronic equipment	6
Malpractice	6
Consequences of Malpractice	6
Achievement	7
Steps to manage assessment tasks	7
Information to be provided to students	7
SAMPLE ASSESSMENT TASK NOTIFICATION	8
Examination Rules	9
Reporting on student progress	10
COURSE ASSESSMENT SCHEDULES	11
ENGLISH	12
GEOGRAPHY - Semester 2	13
HISTORY – Semester 1	14
LANGUAGES OTHER THAN ENGLISH	15
CHINESE – FRENCH – JAPANESE	15
MATHEMATICS	17
MUSIC	18
PERSONAL DEVELOPMENT, HEALTH AND	19
PHYSICAL EDUCATION (PDHPE)	19
SCIENCE	20
TECHNOLOGY MANDATORY:	21
Engineered Systems	21
TECHNOLOGY MANDATORY: Materials - Textiles	22
VISUAL ARTS	23

YEAR 7 ASSESSMENT PROCEDURES

The purpose of assessment

Assessment is the process of identifying, gathering and interpreting information about student learning. It is designed to provide information on student achievement and progress in each subject in relation to syllabus standards, and to report on the standard of performance reached.

Assessment measures performance throughout the whole course in each subject, including knowledge, understanding, skills and processes. Students are assessed on what they understand, know and can do.

This booklet lists formal assessment items that are common to all students in that course. Students will also be given tasks that do not appear in this booklet and are required to complete these. These tasks also contribute to students' ability to develop their knowledge, skills and understanding. The Years 7–10 syllabuses advocate assessment *for* learning and these tasks are important to the development of student awareness about their progress.

The evidence teachers gather about student achievement is used for assessment *of* learning, which takes place at key points in the assessment cycle, such as at the end of each semester, when students receive academic reports indicating their levels of achievement.

How will assessment be undertaken?

The NSW Education Standards Authority (NESA) has provided a syllabus and a set of performance descriptors for each subject. Syllabus documents are available on the NESA website, and can be accessed at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

The syllabus contains a statement of outcomes and content for each course.

Each subject will require a different number of assessment tasks to adequately assess the course. Assessment tasks may include, but are not limited to tests, assignments, projects, research tasks, class presentations, practical tests, class exercises and examinations.

Responsibility

Submission of tasks

Assessment tasks that are completed outside of the classroom

Tasks completed outside the classroom are to be submitted by the designated day and time as specified on the task notification sheet. They may be submitted early.

Any task submitted after the designated day and time will be deemed to be late, unless the student has been granted an extension, or is absent on the day due to illness or other acceptable reason, as indicated in **a letter from a parent/caregiver**.

Assessment tasks that are completed in class

Assessments completed in class, such as tests and examinations, practical, performances, speeches, presentations and so on, must be completed on the designated day. Failure to do so, without the provision of documentary evidence, will receive a reduction in marks (see page 5 for further information).

General comments on assessment

- 1 Information is provided in this booklet about the types of tasks that will be set in each subject. There may be variation in the number of tasks set or in the description of the task, but students will always be given notice of any change, in advance.
- 2 Two weeks **WRITTEN** notice will be given of the date for a set task. Read carefully the information on LATE tasks and MISSED tasks.
- 3 Remember, work done in assignments, etc., must be the student's efforts. It easily becomes apparent to teachers if this is not so. If work is proven to be other than the student's efforts, a zero mark may be awarded. Ignorance of the rules' regarding plagiarism is not an excuse: it is the student's responsibility to read **all** information provided.
- 4 Please note that not all tasks are weighted equally and a poor level of achievement in a major task can have significant consequences. At the same time, it should be recognised that significant variation in a student's rank may occur as a consequence of relatively small mark differences.
- 5 If a student is suspended when an assessment task is due/taking place the student must not attend school for the duration of the suspension. Assessment tasks are to be submitted on time, either by email or by delivery to the Administration Office or to the respective faculty Head Teacher.
- 6 Finally, learn to organise your time and efforts, so that deadlines and other aspects of the assessment scheme do not cause unnecessary stress. If problems seem insurmountable, there are people in the school who will be available to provide advice and guidance - ask for help!

Examinations

Towards the end of Year 7, students will sit Yearly Examinations in certain subjects. In 2024, these examinations will be held in **Week 5 of Term 4**.

Absence from assessment tasks / examinations

It is the student's responsibility to submit/complete all formal assessment tasks at the specified time.

Unless prior application for an extension has been approved by the relevant Head Teacher, late submission will result in a deduction of marks. If an extension has been granted, and the task is submitted / completed on the new date, no penalty applies.

When students are absent on the day of a formal examination, the same procedures are to be followed as for missed assessment tasks: i.e. in Year 7, **a letter from a parent / caregiver** is to be provided. This documentation is to be brought to the **Head Teacher** on the **first day of return to school**, irrespective of whether the student has a timetabled period in that subject that day.

If a student is aware of an upcoming absence that clashes with an assessment task, for any reason other than illness, the student must inform the class teacher prior to this absence, where practicable (e.g. if the student is to represent the school in a curriculum enrichment event such as sport, debating or music, etc. on that day) to make alternative arrangements. In the event of an unexpected issue (e.g. family illness), contact should be made with the school as soon as conveniently possible given the particular circumstance.

The Head Teacher of the subject concerned may:

- allow the student to undertake the same task; or
- allow the student to undertake a suitable replacement task; or
- give an estimate for that task only, based on the quality of the student's work in the components being assessed, if the Principal permits.

Students are advised that **no adjustment of assessment marks is possible** if a task has been attempted. If you are sick and have a medical certificate covering the period of the task, you are advised to stay at home and attempt the task upon your return to school.

If a student will miss an assessment task due to going on vacation, approval must be given by the Principal prior to the event.

Integrity

Failure to submit a task on time

If late submission of a task is due to sickness, a **letter from a parent/caregiver** will be required. Lateness beyond the period of illness or lateness for which a student does not seek approval before the due date will lead to a mark deduction.

Failure to submit a task on time will result in a mark deduction as follows:

One day late:	25 % of total marks
Two days late	50 % of total marks
Three days or more late:	100 % of total marks

In Year 7, a *Notice of Concern* or other similar letter will be sent home no later than the third day that the task is late.

Late tasks must still be completed and submitted in order to meet course outcomes.

NOTE: For tasks that have not been given approval for extension over a weekend or holiday period, **non-school days do accumulate towards percentage penalties imposed.**

e.g. lateness after a weekend will accumulate a 3-day penalty.

Head Teachers may accept tasks submitted late as long as the student requests consideration in writing **BEFORE** the date that the task is due. This also includes circumstances that occur on the evening prior to the submission date where prior written application cannot be made. Any extension time will only be granted in **exceptional circumstances**.

Failure of computer equipment is NOT an acceptable reason. Students should develop a pattern of regularly backing up work on a transportable storage device and in an internet-based location which can be accessed at school in the event of any computer failure e.g. printer out of ink.

Non-completion of assessment tasks

Students must complete all assessment tasks. If tasks are not completed, the Principal may determine that the course has not been studied satisfactorily.

Attendance before a task is due

Where an assessment task is to be held in class or submitted on a due date students **MUST** attend **ALL** prior lessons on that day to be eligible to sit for or submit the task. If students are to be absent from an assessment task for any reason, they must explain the situation to the Head Teacher prior to the event.

Mobile phones and electronic equipment

Mobile phones and smart watches must be switched off and kept in the student's bag before the start of an assessment task, including examinations.

Other than NESA-approved calculators (when required), no other electronic equipment will be permitted in examinations, or during in-class assessment tasks, this includes smart watches. Essential medical appliances need **prior approval** before the examination/assessment.

Malpractice

Malpractice or cheating is **dishonest behaviour** by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating. Please note that any malpractice in any task may result in zero being awarded for the task in its entirety.

Examples of behaviour considered to be cheating include, but are not limited to:

- copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as your own;
- using material directly from books, journals, newspapers, CDs or the internet without acknowledging the source;
- submitting work that contains a large contribution from another person, such as a parent, tutor, coach or subject expert, that is not acknowledged.

The examples above are generally referred to as **plagiarism**.

Consequences of Malpractice

All assessment tasks done at school or at home **must be the student's own work**. If any malpractice is proven, the **task concerned scores zero**. Allegations of malpractice will be investigated by the Head Teacher of the faculty concerned.

NESA treats malpractice in written tasks, examinations and practical work very seriously and there are consequences for students who are caught. Depending on the circumstances of the case, one or more of the following may apply:

- zero marks will be awarded for the examination/task in its entirety;
- You may be required to have an interview with a 'malpractice' panel.

Note: the act of bringing notes, etc. into a task/examination will attract a 100% penalty, irrespective of whether those notes were used.

Achievement

Steps to manage assessment tasks

- Start tasks **early** so that you can ask for help if you need it.
- Read the **task notification sheet** carefully, so you are aware of all requirements.
- Be aware of **due dates**. Keep your school diary up to date with all assessment activities and other commitments.
- Break tasks into a series of smaller steps and **set deadlines** for completing each step.
- Record the **sources of information** you use as you find them so that acknowledgements do not become a major task at the end.
- **Frequently save, back up** and print any work completed on a computer. The failure of technology is **NOT** an acceptable reason for the late submission of work.
- Keep all your earlier drafts and copies of your resources.
- Keep a copy of any work you submit for marking

Information to be provided to students

Each school has the responsibility to tell the students the following information:

- what aspects of the course will be assessed.
- how they will be assessed (the criteria for marking the task), e.g. what essays, tests, practical will be used.
- the marks and the weighting given to each task; and
- When they are going to be assessed.

Your class teacher will hand out written details of each assessment task at least **two weeks** before the date that the task is due.

A sample notification is shown on the following page of this booklet.

The notification sheet must contain the following:

- Topic/s being assessed
- Outcomes being assessed
- Assessment criteria



Pennant Hills High School

Course:	Stage: 4	Year: 7
Areas of study:		
Date issued:	Task date:	Task number:
Weighting:		

<p>Task type: For example: <i>research project, performance, test in class, practical, etc.</i></p>
<p>Task description: <i>Any information that helps students understand what is expected of them. For example: a formal examination of 60 minutes duration, made up of multiple-choice questions, short answer questions, and an extended response.</i></p>
<p>Outcomes being assessed by this task: For example: 5.1 <i>explains social, political and cultural developments and events and evaluates their impact on Australian life</i> 5.3 <i>explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia</i></p>
<p>Criteria for assessment: For example: <i>marking guidelines, where appropriate</i></p>
<p>Additional information: This is a formal assessment item. Absence due to illness must be supported by a letter from a parent, presented to the Head Teacher on the first day of your return to school, irrespective of your timetable for this subject. You must be prepared to attempt/submit the task on the first day of your return to school. If you are going to be absent for a legitimate reason known in advance, (such as representing the school in a curriculum enrichment event) you must discuss this with your teacher as soon as possible and provide the Head Teacher with a letter from your parent. <i>This section will also contain any relevant details about submission, equipment needed, how the presentation order will be determined for speeches, etc.</i></p>

Examination Rules

1. Students are to follow all instructions given regarding examination times and venues, report to the venue at least five minutes before the examination starts and wait for instructions about entry to the examination centre.
2. Students are to remain in the examination room until time has expired for the examination, all papers have been collected, and the examination supervisor dismisses students from the examination room.
3. Students must check with their subject teachers in advance to ensure they take the necessary equipment to each examination.
4. Students must not:
 - speak to any person other than a supervisor after entering the examination room.
 - take any electronic device into the examination, unless approved.
 - behave in any way likely to disturb the work of any other student or upset the conduct of the examination.
 - take into the examination room, or refer to during the examination, any books or notes, any paper, or any equipment other than the equipment approved for the specific examination.
 - wear a cap; or
 - take any food or drinks (other than water) into the examination room, unless you have been granted special provisions. Water in a clear bottle only may be taken into the examination room.
5. Only equipment necessary for the examination are to be placed on the examination desk. Pencil cases and other equipment must be placed on the floor under your chair. You must remove your watch and place it in clear view on the examination desk.
6. **Mobile phones** and **smart watches** must be turned **OFF** and kept in the student's bag.
7. If you need to leave the examination room to use the bathroom, you must raise your hand and wait until a teacher allows you to leave. Bathroom breaks are NOT permitted during the **first 15 minutes** OR the **last 15 minutes** of the examination. Exceptions will be made ONLY in the case of an emergency.
8. Full school uniform must be worn throughout the examination period. This includes school shoes.
9. If a student is to miss an examination due to illness or misadventure, the school is to be advised before the examination is held. You are to ring the school on **9473 5000** and leave a message for the relevant Head Teacher.
10. Students who miss an examination due to illness, misadventure or absence from school should see the appropriate subject Head Teacher immediately they return to school. Upon acceptance of a document of explanation, provision will be made for the student to sit the examination paper at an appropriate time, or other arrangements will be made.

Reporting on student progress

Student progress reports are issued twice each year in Semesters 1 and 2.

Achievement levels are recorded for each course outcome by a grade scale using achievement descriptions. The standard of achievement corresponding to each level of the grade scale is shown in the table below.

GRADE	ACHIEVEMENT	DESCRIPTION
A	Outstanding	The student has extensive knowledge and understanding of content and can apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	High	The student has a thorough knowledge and understanding of content and can apply this knowledge and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	Sound	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	Basic	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	Limited	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Progress reports also include achievement levels in general outcomes applicable to all courses, including:

- Prepared to learn
- Respects the rights of others to learn
- Produces quality work commensurate with level of ability

COURSE ASSESSMENT SCHEDULES

The following pages outline the common assessment items for each Year 7 course. Your teacher will set other class-based tasks which do not appear in this booklet.

The dates listed in the Schedules are **APPROXIMATE** and are subject to change.

Students will be informed by their teacher of the **ACTUAL** date and details of the assessment task at least TWO WEEKS before the task.

NOTE 1

Three courses – Geography, History and Technology Mandatory – are semesterised.

Students will study *History* during Semester 1 and *Geography* during Semester 2, rather than both subjects throughout the whole year.

Technology is semesterised in Year 7:

Students study '*Materials - Textiles*' and '*Engineered Systems*' for one semester each.

NOTE 2

Two of three available languages – French, Japanese and Chinese – are studied for approximately 20 weeks each.

ENGLISH

Areas of Assessment

- Speaking
- Reading
- Writing
- Viewing
- Listening
- Knowledge and understanding
- Information and Communication technology capability
- Creative and imaginative thinking
- Critical and interpretive thinking
- Representing

Allocation of Marks

Task Number	Description	Topic	Weighting	Timing
1	Short Answer & Comprehension	Building Blocks	25%	Term 1, Week 9
2	In class short answer Examination	Poetry	25%	Term 2, Week 5
3	Creative writing	Speculative Fiction	25%	Term 3, Week 4
4	Essay	Distinctive Stories	25%	Term 4, Week 3

GEOGRAPHY - Semester 2

Proportion Of Marks

Task Type	Weighting %
Extended Response/Skills Task Components	40
Test Task Components	40
Class-based Assessment	20

Semester 2:

Task Number	Description	Topic	Timing
1	Research Report	<ul style="list-style-type: none"> Landscapes and Landforms Geographical Tools and Skills 	Term 3, Week 6
2	Short Answer Skills Test	<ul style="list-style-type: none"> Place and Liveability. Geographical Tools and Skills 	Term 4, Week 4
Class Tasks	Class assessment will include a range of smaller tasks based on the interests and ability of the students		Ongoing

HISTORY – Semester 1

Proportion Of Marks

Task Type	Weighting %
Skills Task Components	40
Extended Response Components	40
Class-based Assessment	20

Semester 1:

Task Number	Description	Topic	Timing
1	Research Task	<ul style="list-style-type: none"> Investigating the Ancient Past (including ancient Australia) Time Sequencing Primary and Secondary Sources 	Term 1, Week 10
2	Skills and Source Analysis	<ul style="list-style-type: none"> The Mediterranean World ONE of the following: Egypt, Greece or Rome 	Term 2, Week 6
Class Tasks	Class assessment will include a range of smaller tasks based on the interests and ability of the students. A Project Based Learning Unit on Greek or Roman Society, Geography, War and Conflict, Group Performance task. Evaluation of learning activities will be part of the Class Assessment.		Ongoing

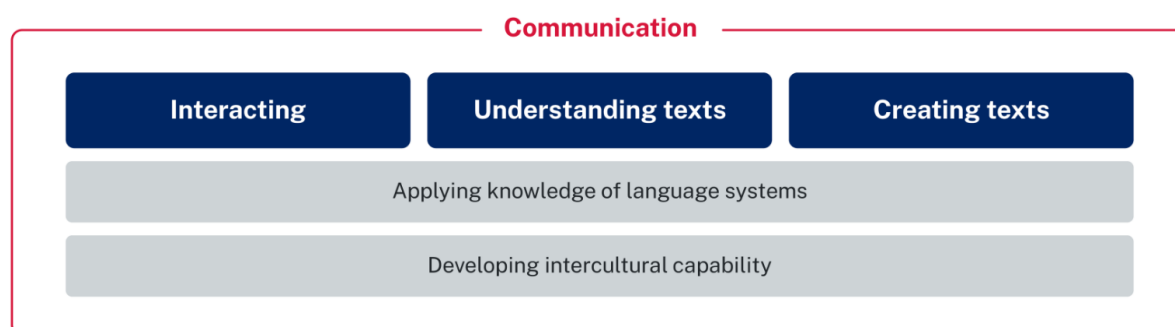
LANGUAGES

CHINESE – FRENCH – JAPANESE

The study of a language other than English is mandatory in Year 7. Students at Pennant Hills High School will participate in “taster courses” for French, Chinese and Japanese. Students study one of three language for a period of 20 weeks, then rotate to another. Students study two out of the three languages. Languages are randomly assigned.

Areas of Assessment

- communication is the central goal in language learning
- the 3 focus areas are interacting, understanding texts and creating texts



Focus Area	Description	Skill	Weighting
Interacting ML4-INT-01	Exchanges information and opinions in a range of familiar contexts by using culturally appropriate language	Speaking	20%
Understanding texts ML4-UND-01	Interprets and responds to information, opinions and ideas in texts to demonstrate understanding	Listening	30%
		Reading	30%
Creating texts ML4-CRT-01	Creates a range of texts for familiar communicative purposes by using culturally appropriate language	Writing	20%
Applying knowledge of language systems	Applies knowledge of language systems in all focus areas as an essential part of communication		
Developing intercultural capability	Demonstrates the capacity to exchange, understand and create meaning between people and across languages and cultures and is developed in all focus areas		

Assessment Task Schedule

	Task	Outcomes and Skills	Areas of Learning	Timing
CHINESE	Task 1: 20% In-class Test	ML4-INT-01: Speaking	Greetings Self-Introductions Numbers	Week 14 of the taster course
	Task 2: 80% In-class Task	ML4-UND-01: Listening, Reading ML4-CRT-01: Writing	Ages	Week 15 of the taster course

FRENCH	Task	Outcomes and Skills	Areas of Learning	Timing
	Task 1: 50% In-class Test	ML4-INT-01: Speaking ML4-UND-01: Listening	Greetings Self-Introductions Nationalities, countries.	Week 8 of the taster course
	Task 2: 50% In-class Task	ML4-UND-01: Reading ML4-CRT-01: Writing	Numbers Ages	Week 15 of the taster course

JAPANESE	Task	Outcomes and Skills	Areas of Learning	Timing
	Task 1: 20% In-class Test	ML4-INT-01: Speaking	Greetings Self-Introductions Numbers	Week 14 of the taster course
	Task 2: 80% In-class Task	ML4-UND-01: Listening, Reading ML4-CRT-01: Writing	Ages	Week 15 of the taster course

MATHEMATICS

Areas of Assessment

Working Mathematically

- Communicating
- Problem Solving
- Reasoning

Measurement and Geometry

- Length
- Area
- Time
- Angle Relationships

Numbers and Algebra

- Positive and Negative Integers
- Fractions, Decimals and Percentages
- Algebraic Techniques
- Indices
- Equations

Statistics and Probability

- Probability

Proportion Of Marks

Task Type	Weighting %
Term 1 Test	22
Term 2 Test	22
Term 3 Test	22
Yearly Examination	34

Task Number	Topic	Timing
1	Positive and Negative Integers, Communicating, Problem Solving, Reasoning	Term 1, Week 7/8
2	Fractions, Decimals and Percentages Algebraic Techniques Communicating, Problem Solving, Reasoning,	Term 2, Week 7/8
3	Probability, Decimals and Fractions, Linear Equations Communicating, Problem Solving, Reasoning	Term 3, Week 7/8
4	All topics covered to date this year	Term 4, Week 4

MUSIC

Areas of Assessment

- Knowledge and Understanding
- Research
- Aural Skills
- Composition
- Analysis
- Performance Skills
- Written Skills
- Class Presentation

Proportion Of Marks

Task Type	Weighting %
Performing	25
Composing	25
Listening (incorporating musicology, aural skills and theory)	50

Task Number	Description	Topic	Timing
1a	Chime bar assessment	Performing	Term 1, Week 5
2	Written/listening test	Listening	Term 1, Week 8
3	Rap Composition (African Music)	Composition	Term 2, Week 5
4a	Guitar assessment	Performing	Term 3, Week 5
4b	Guitar written test	Listening	Term 3, Week 8
5	Muse score composition	Composition	Term 4, Week 3

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

Areas of Assessment

- A Unique Me
- Initiative activities/cross Country
- You, Me & Others
- Athletics/Team Games
- Health 4 Life
- Net/Court/Stick Games
- Cyber Safe
- Fitness/Invasion Games

Proportion Of Marks

Task Type	Weighting %
Theory Tasks	40
Practical Skills	60

Task Number	Description	Topic	Timing
1	Theory	Research Task / Support Card	Term 1
2	Practical	Minor games/ Initiative Activities/Football Codes/Cross Country	
3	Theory	Informal Assessment – Interpersonal Skills	Term 2
4	Practical	Athletics Carnival/Social Dance/Stick Games	
5	Theory	Healthy Menu	Term 3
6	Practical	Fitness/Invasion Games	
7	Theory	Informal Assessment – Cyber Safety Checklist	Term 4
8	Practical	Invasion Games/Striking games/Net/Wall games	

SCIENCE

Areas of Assessment

- Knowledge and Understanding
- First Hand Investigations
- Data Processing and Critical thinking
- Second Hand Investigation & Communication Skills

Proportion Of Marks

Task Type	Weighting %
Practical Task-First hand Investigation	30
Project - Research	30
Working Scientifically – data processing, graphical analysis, critical thinking and experimental design	20
Yearly Examination	20

Task Number	Description	Topic	Timing
1	Practical Task-First-hand Investigation	First-Hand Investigations	Term 1, Week 10
2	Working Scientifically	Data Processing. Knowledge and Understanding	Term 2, Week 6
3	Research – In class	Living World	Term 3, Week 9
4	Yearly Examination	All topics and Skills	Term 4, Week 5

TECHNOLOGY MANDATORY: Engineered Systems

Areas of Assessment

- Knowledge of Materials, Tools and Processes.
- Knowledge and Application of the Design Process.
- Application of Practical Skills.
- CAD Drawings
- Practical Marks
- Management Exercise
- Management and Evaluation of the Design Process.

Proportion Of Marks

Task Type	Weighting %
Research Exercise	15
CAD Drawings	10
Practical Marks	60
Portfolio	15

Semester 1

Task Number	Description	Topic	Timing
1	Research Exercises	Project Based Learning Research Tasks: tool and material technologies, inventions and innovation, Australian designers.	Term 1, Week 6
2	Practical Mark (Rubber band racer)	Initial practical exercise	Term 2, Week 3
3	CAD Drawings	Creation of a 3D model and working drawing	Term 2, Week 3
4	Portfolio	C Mark based on completion of unit portfolio	Term 2, Week 5

Semester 2

Task Number	Description	Topic	Timing
1	Research Exercises	Project Based Learning Research Tasks: tool and material technologies, inventions and innovation, Australian designers.	Term 3, Week 6
2	Practical Mark (Rubber band racer)	Initial practical exercise	Term 4 Week 3
3	CAD Drawings	Creation of a 3D model and working drawing	Term 4, Week 3
4	Portfolio	C Mark based on completion of unit portfolio	Term 4, Week 5

TECHNOLOGY MANDATORY: Materials - Textiles

Areas of Assessment

- Knowledge and Understanding
- Design and Production Skills

Proportion Of Marks

Task Type	Weighting %
Practical	40
Classwork	20
Research Task	20
Test	20

Task Number	Description	Topic	Timing
1	Semester Research Task	Knowledge and Understanding Design and Production Skills	Term 1 / Term 3
2	Semester Test	Knowledge and understanding	Term 2/ Term 4
3	Semester Practical	Practical skills	Ongoing
4	Semester Classwork	Knowledge and Understanding Design and Production Skills	Ongoing

VISUAL ARTS

Areas of Assessment

- Practical Skills
- Written Skills
- Knowledge and Understanding
- Problem Solving
- Research and Investigation

Proportion Of Marks

Task Type	Weighting %
Body of Work (BOW)	85
Process Diary (VAPD)	15

Task Number	Description	Topic	Timing
1	Body of Work – in-class task	Practical Component	Approximately every 3 weeks
2	Process Diary – in-class task	Critical and Historical Component and Art Making Practice	Early Term 2 and Early Term 4