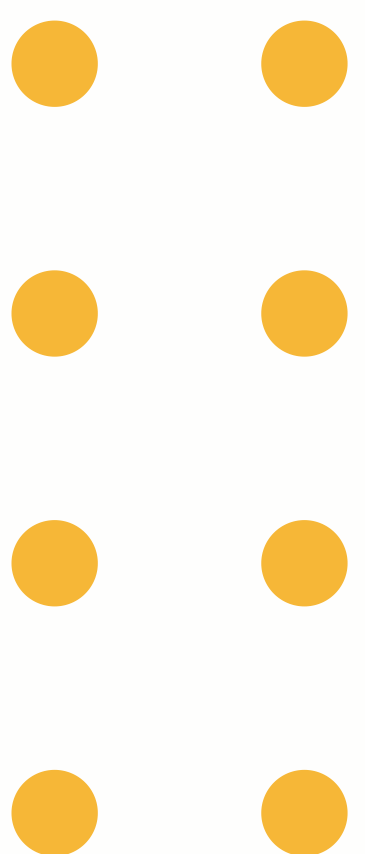
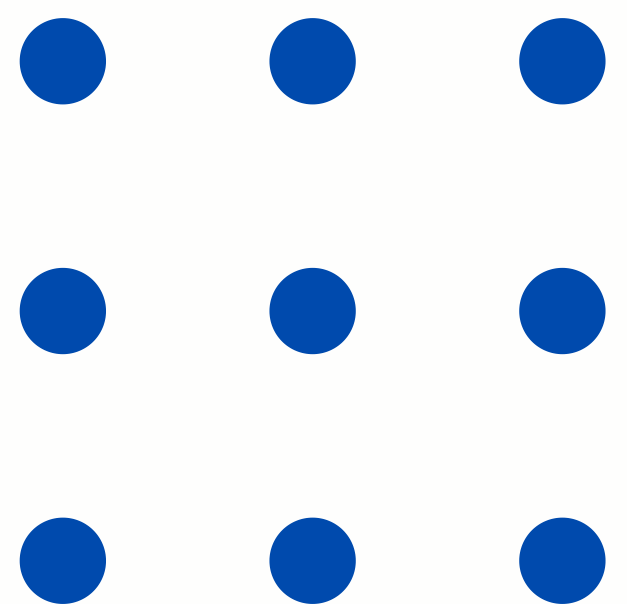


WARIALDA HIGH SCHOOL



YEAR 7 ASSESSMENT BOOKLET 2024



WHS Stage 4 Year 7 Assessment Booklet 2024

The subjects I am undertaking in 2024:

Subject	Teacher
English	
Maths	
Science	
History	
Geography	
PD/H/PE	
Technology – Rot.A	
Technology – Rot.B	
LOTE	
Music	
Art	

School Contact Details:

Warialda High School

Apollo Avenue

Warialda NSW 2402

Ph 6729 1000

E. warialda-h.school@det.nsw.edu.au

Year 7 Advisor – Mrs Brittney Sullivan

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INTRODUCTION

Assessment tasks are an important component of high school learning. They provide students with an opportunity to demonstrate their knowledge and skills, and teachers the opportunity to properly assess students' progress. They also help build the work habits and attitudes needed for students to be successful later in their school life. Students will be expected to complete assessment tasks throughout the school year in each of their subjects.

WHAT IS ASSESSMENT?

Assessment allows students to demonstrate their achievements throughout the whole year rather than at a single, final exam.

The purpose of the assessment process is to:

- Assist student learning.
- Assess student achievement.
- Provide evidence of satisfactorily completion of a course.

The assessment process lessens the pressure on students, during the senior years of schooling, by providing several forms of measurement of performance over a period of time. It does not rely upon interest, attitudes or conduct of a student; however, these factors invariably will affect a student's performance.

HOW SHOULD YOU APPROACH ASSESSMENT TASKS?

- Be positive and optimistic.
- Seek feedback from teachers about what you need to do to improve and make further progress.
- Attempt all your tasks to the best of your ability.
- Tell your teacher if you know you are going to be away on the day the task is due as soon as possible.
- Inform your parents of assessment tasks.
- Inform your teachers if you are having difficulty.
- Make use of your school diary to record when assessment tasks are due.

GUIDELINES FOR THE COMPLETION OF ASSESSMENT TASKS

The guidelines are designed to ensure fairness and equity for all students and to prevent some students from gaining an unfair advantage over others by late submission of work.

How much warning does the teacher have to give before an assessment task?

A minimum of 10 school days notification in writing will be given by your class teacher as to the precise timing of an assessment task date and the nature of the task. It is the student's responsibility to be alert to the notification of assessment task/activities and if absent from school check with the class teacher to see if any assessment task has been planned.

When do I have to hand in my assessment task?

Assessment tasks such as assignments must be handed to the teacher concerned or Head Teacher if the teacher is not available, by the specified time and due date. Any later and the task is late.

Submission of tasks can be done in two ways:

1. By handing to the class teacher. If for any reason the teacher is unavailable, submit the task to the appropriate head teacher, the deputy principal or principal. **Do not leave a task on a teacher's desk.**
2. By email. However, this option should only be used in consultation with the class room teacher and it is the responsibility of the students to ensure that the email has been received by requesting a receipt for the email.

Administration staff are not responsible for accepting assessment tasks.

What happens if my assessment task is handed in late?

An important part of assessment tasks is to plan your time effectively so that the work is submitted on time. In order to be fair for those students who do submit their work on time there are penalties for those students who submit their work late.

Failure to submit a task prior to the set deadline will incur a penalty of a reduced grade allocation.

When a task is more than five days late and there has been no successful appeal, the teacher in conjunction with the head teacher will contact home regarding the incomplete task by sending a Non-submission of an Assessment Task letter (Appendix B)

The student will receive communication home for non-completion of work and will still be required to make a serious attempt at the task and to the best of their ability.

Students will also be placed on the Non Mandatory Excursion “No go” list. This excludes them from participating in extracurricular events until the task is completed and submitted.

Once submitted, the task will then be marked with feedback given, the result will be recorded and the “N determination” will be redeemed.

Once the task is submitted, the task will be marked, and feedback will be provided

What happens if I don't hand in an assessment task?

Subject to the penalties described above, students who fail to submit an assessment task without a valid reason parents will be contacted by either a phone call and/or Non-submission of an Assessment Task letter (Appendix B). The parents of students who still fail to hand in tasks or have a history of failing to submit tasks may be required to have an interview to discuss the student's progress.

What do I do if I miss an assessment task completed at school?

Where a student is absent from school on the day of a scheduled assessment task, the student should see the Head Teacher or Class Teacher for that particular subject, upon their return to school with a note explaining the absence. The Head Teacher may allocate the same task, an alternate task or an estimated mark.

What do I do if I know in advance that I am going to be absent or unable to complete tasks on time?

Where a student knows they will be absent from an assessment task or their work is affected by illness or misadventure and they are unable to complete a task, the student should tell their Class Teacher or Head Teacher. The Head Teacher will make a decision as to whether an extension should be given, another task completed or in special circumstances an estimate given. Extensions will **not** be granted **on** the due date.

The school understands that there are sometimes genuine circumstances (illness or misadventure) that make it impossible to submit a task on time.

Please note: There are some excuses which will not be accepted and will result in a loss of 20% marks every school day. These include:

- Problems with technology, for example: printer not working, or cartridge run out, however tasks may be emailed, brought to school on a USB device.
- Leaving the work at home
- Not understanding how to do the assessment task. In this case it is the student's responsibility to seek help from the teacher before the due date.

What do I do if I am unhappy with my marks or grades?

If a student considers that he / she has been unfairly disadvantaged by an assessment decision, they must:

- discuss the matter with the Class Teacher and Head Teacher
- when dissatisfied with the decision at this level, lodge an appeal on the **Assessment Appeal Form** (available at the office) to the Principal. An appeal must contain all of the evidence in support of the claim.

What happens if students copy or cheat?

A student found to have committed malpractice will be awarded zero marks for that task and their parents will be notified. Malpractice includes:

- cheating (or an attempt to cheat).
- claiming another's work as your own (this includes unacknowledged material from internet sites).
- allowing other students to copy your work.
- truancy or absence from classes for the purpose of completing tasks or studying for a task.
- mis-use of electronic devices under exam conditions e.g. phones, MP3 players.
- deliberately disrupting an assessment task.

A non-serious attempt at an assessment task may result in an unsatisfactory grade for that task. Completing only the multiple choice section of an exam is not considered a serious attempt at an exam.

ASSESSMENT TASK SUMMARY TABLE

** Be aware - throughout the year students will undertake class tasks that are “ONGOING” during lessons to allow students to develop and express their ability to meet the Stage 4 outcomes over time.*

TERM	WEEK	WEEK STARTING	SUBJECT
1 2024	1	29 th January	Eastern Zone starts school on Friday 27 th January for Staff only
	2	5 th February	Western Zone starts school on Tuesday 6 th February for Staff only Thursday 8 th February - Year 7/11/12 return to school. Friday 9 th February - Year 8/9/10 return to school.
	3	12 th February	
	4	19 th February	
	5	26 th February	
	6	4 th March	
	7	11 th March	
	8	18 th March	Science, History
	9	25 th March	Good Friday 29 th March (Public Holiday) English
	10	1 st April	Easter Monday 1 st April (Public Holiday) Geography, Japanese
	11	8 th April	Visual arts rotation 1

PLEASE NOTE: When classroom teachers give out task notifications, a specific date will be given in the designated week when the task is due.

WHS Stage 4 Year 7 Assessment Booklet 2024

TERM	WEEK	WEEK STARTING	SUBJECT
2 2024	1	29 th April	
	2	6 th May	
	3	13 th May	Music Rotation 1 Visual Arts Rotation 1
	4	20 th May	Music Rotation 1
	5	27 th May	Geography, History, Mathematics Technology Rotation 1 Visual Arts Rotation 1
	6	3 rd June	
	7	10 th June	Kings Birthday 10 th June (Public Holiday)
	8	17 th June	
	9	24 th June	English Japanese
	10	1 st July	Science

PLEASE NOTE: When classroom teachers give out task notifications, a specific date will be given in the designated week when the task is due.

WHS Stage 4 Year 7 Assessment Booklet 2024

TERM	WEEK	WEEK STARTING	SUBJECT
3 2024	1	22 nd July	
	2	29 th July	
	3	5 th August	
	4	12 th August	
	5	19 th August	
	6	26 th August	
	7	2 nd September	Japanese
	8	9 th September	History, Science
	9	16 th September	Geography
	10	23 rd September	English Visual Arts Rotation 2

PLEASE NOTE: When classroom teachers give out task notifications, a specific date will be given in the designated week when the task is due.

WHS Stage 4 Year 7 Assessment Booklet 2024

TERM	WEEK	WEEK STARTING	SUBJECT
4 2024	1	14 th October	
	2	21 st October	
	3	28 th October	Music Rotation 2 Visual Arts Rotation 2
	4	4 th November	Technology Rotation 2
	5	11 th November	Exam Week English, Mathematics, Geography, History, PD/H/PE, Science Music Rotation 2, Japanese, Visual Arts Rotation 2
	6	18 th November	
	7	25 th November	
	8	2 nd December	
	9	9 th December	
	10	16 th December	

PLEASE NOTE: When classroom teachers give out task notifications, a specific date will be given in the designated week when the task is due

INDIVIDUAL SUBJECT ASSESSMENT SCHEDULES

ENGLISH

Stage 4 English is focused on developing students' skills in using and understanding language. This course aims to develop fundamental skills in textual analysis and construction of texts, moving beyond functional literacy. Students discuss and study a variety of texts and participate in a range of tasks to develop their imaginative, creative, and critical writing.

Course Outcomes

A student:

- 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.

TASK DESCRIPTION	OUTCOMES	TIMING
Portfolio of Classwork	EN4-RVL-01, EN4-URA-01	Term 1, Week 9
Multimodal Task	EN4-ECB-01, EN4-ECA-01, EN4-URC-01	Term 2, Week 9
Speech	EN4-URB-01, EN4-ECA-01	Term 3, Week 10
Written piece and reflection	EN4-URA-01, EN4-RVL-01	Term 4, Exam Week

GEOGRAPHY

The aim of Geography is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places, and environments across a range of scales in order to become informed, responsible and active citizens.

Topics covered this year:

- Landscapes and Landforms.
- Water in the World.

Outcomes:

GE4-1 locates and describes the diverse features and characteristics of a range of places and environments.

GE4-2 describes processes and influences that form and transform places and environments.

GE4-3 explains how interactions and connections between people, places and environments result in change.

GE4-4 examines perspectives of people and organisations on a range of geographical issues.

GE4-5 discusses management of places and environments for their sustainability.

GE4-6 explains differences in human wellbeing.

GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry.

GE4-8 communicates geographical information using a variety of strategies.

	TASK DESCRIPTION	TOPIC	OUTCOMES	TIMING
Semester 1	Research Task	Landscapes and Landforms	GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8	Term 1, Week 10
	Exam	Water in the World	GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8	Term 2, Week 5
Semester 2	Research Task	Landscapes and Landforms	GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8	Term 3, Week 9
	Exam	Water in the World	GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8	Term 4, Exam Week

NOTE: throughout the semester students will undertake a range of class tasks that are "ONGOING" during lessons to allow them to develop and express their ability to meet the Stage 4 outcomes over time.

HISTORY

History is the discipline in which students explore the foundation of contemporary society, through the exploration of past societies. In Year 7, students study a range of historical periods including Ancient Greece and Ancient China. Students use both written and archaeological historical sources to identify the motives and consequences of key individuals and these societies to understand how these shape our world today.

Topics covered this year:

- Investigating the Ancient Past and Overview 1.
- The Mediterranean World– Ancient Rome.
- The Asian World – China.

Course Outcomes

- 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, societies from the past.
- HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies.
- HT4-4 describes and explains 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 understanding of the past.
- HT4-10 selects and uses appropriate oral, written, visual, digital forms to communicate about the past.

	TASK DESCRIPTION	TOPIC	OUTCOMES	TIMING
Semester 1	Source Report	The Mediterranean World– Ancient Rome.	HT4-3, HT4-6 HT4-9, HT4-10	Term 1, Week 8
	Exam	The Asian World - China.	HT4-2, HT4-6, HT4-9, HT4-10	Term 2, Week 5
Semester 2	Source Report	The Mediterranean World– Ancient Rome.	HT4-3, HT4-6 HT4-9, HT4-10	Term 3, Week 8
	Exam	The Asian World - China.	HT4-2, HT4-6, HT4-9, HT4-10	Term 4, Exam Week

NOTE: throughout the semester students will undertake a range of class tasks that are “ONGOING” during lessons to allow them to develop and express their ability to meet the Stage 4 outcomes over time.

L.O.T.E. - Japanese

The study of Japanese will involve an introduction to the culture and language of Japan. Students will focus on language and culture aspects used when greeting people and sharing information with each other. They will also learn to read and write words using the writing system of 'hiragana'.

Units studied throughout the year are:

Term One: Welcome to Japanese / Meeting new friends.

Term Two: Relationships (Family, friends, and pets).

Term Three: Eating out.

Term Four: Shopping.

TASK	OUTCOME	TIMING
Research Brochure	ML4-INT-01, ML4-UND-01, ML4-CRT-01	Term 1, Week 10
Film Review -	ML4-INT-01, ML4-UND-01, ML4-CRT-01	Term 2, Week 9
Japanese Food PowerPoint	ML4-INT-01, ML4-UND-01, ML4-CRT-01	Term 3, Week 7
Speaking and Listening Activities	ML4-INT-01, ML4-UND-01, ML4-CRT-01	Ongoing throughout year
Written Exam	ML4-INT-01, ML4-UND-01, ML4-CRT-01	Term 4, Exam Week

Outcomes

MLT4-INT-01 exchanges information and opinions in a range of familiar contexts ny using culturally appropriate language.

MLT4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding.

MLT4-CRT-01 creates a range of texts for familiar communicative purposes by using culturally appropriate language.

MATHEMATICS

Mathematics outcomes and their related content are organised in:

- Working mathematically
- Number and algebra
- Measurement and space
- Statistics and probabilities

In addition to formal assessment tasks, other in-class activities may contribute towards report grades. This includes in-class tests, quizzes, classwork, hands-on activities, and any other tasks your teacher may set.

ASSESSMENT TASKS	OUTCOMES	TIMING
Semester 1 Review	MAO-WM-01 MA4-FRC-C-01 MA4-PRO-C-01 MA4-DAT-C-01 MA4-DAT-C-02	Term 2, Week 5
In-class assessment, including topic tests, quizzes and learning activities	All outcomes as they arise in classwork	Ongoing
Yearly Exam	All outcomes	Term 4, Exam week

Outcomes assessed during year 7:

MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.
MA4-FRC-C-01	represents and operates with fractions, decimals and percentages to solve problems.
MA4-PRO-C-01	solves problems involving the probabilities of simple chance experiments.
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-ANG-C-01	applies angle relationships to solve problems, including those related to transversals on sets of parallel lines.
MA4-GEO-C-01	identifies and applies the properties of triangles and quadrilaterals to solve problems.
MA4-EQU-C-01	solves linear equations of up to 2 steps and quadratic equations of the form.
MA4-PYT-C-01	applies Pythagoras’ theorem to solve problems in various contexts.
MA4-ALG-C-01	generalises number properties to operate with algebraic expressions including expansion and factorisation.
MA4-LEN-C-01	applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems.
MA4-ARE-C-01	applies knowledge of area and composite area involving triangles, quadrilaterals, and circles to solve problems.
MA4-VOL-C-01	applies knowledge of volume and capacity to solve problems involving right prisms and cylinders.

MUSIC

Students will participate in the Music course throughout the year and complete units of work. Through these units, students are introduced to the 'Concepts of Music'.

Units studied throughout the year are:

Term One and Three- World Music.

Term Two and Four- Australian Music.

Topics will be studied through performance, listening and composition activities.

ASSESSMENT TASKS	OUTCOMES	TIMING ROTATION 1	TIMING ROTATION 2
In class written concept activity	4.7, 4.12	Term 2, Week 3	Term 4, Week 3
Practical task - Performance	4.1, 4.3, 4.6, 4.12	Term 2, Week 4	Term 4, Exam Week

Outcomes:

- 4.1 performs in a range of musical styles demonstrating an understanding of musical concepts.
- 4.3 performs music demonstrating solo and/or ensemble awareness.
- 4.6 experiments with different forms of technology in the composition process.
- 4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing, and recording musical ideas.
- 4.12 demonstrates a developing confidence and willingness to engage in performing, composing, and listening experiences.

PD/H/PE

Personal Development, Health, and Physical Education

Outcomes covered:

- 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.

TASK DESCRIPTION	OUTCOMES	TIMING
Movement / Performance Tasks All Practical units	PD4-4 PD4-5, PD4-7 PD4-8 PD4-9 PD4-10 PD4-11	Ongoing
PDHPE Class Tasks Technology, Oral task, Health promotion, Research Task / Presentation	PD4-1 PD4-2 PD4-3 PD4-6 PD4-7 PD4-8 PD4-9 PD4-10	Ongoing
Yearly Exam	PD4-1 PD4-2 PD4-3 PD4-6 PD4-7 PD4-8 PD4-9 PD4-10	Term 4, Exam week

SCIENCE

Topics covered this year will be:

- Matter & Separations (Term 1).
- Elements & Chemical Change (Term 2).
- Living World (Term 3).
- Humans, Plants & Disease (Term 4).

Outcomes Covered this Year:

- WS4 identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge.
- WS5 collaboratively and individually produces a plan to investigate questions and problems.
- WS6 follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually.
- WS7 processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns, and relationships, and draw conclusions.
- WS8 selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems.
- WS9 presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations.
- LW14 relates the structure and function of living things to their classification, survival, and reproduction.
- LW15 explains how new biological evidence changes people's understanding of the world.
- CW16 describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles.
- CW17 explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life.

Task	Outcomes	Timing
Practical Report	4WS, 6WS, 7WS, 9WS	Term 1, Week 8
Research Task	2VA, 7WS, 9WS, 16CW, 17CW	Term 2, Week 10
Project	4WS, 5WS, 6WS, 7WS, 8WS, 9WS	Term 3, Week 8-10
Skills/Theory Examination	14LW, 15LW, 16CW, 17CW, 4WS, 7WS, 8WS, 9WS	Term 4, Exam week

TECHNOLOGY – MANDATORY

Technology encompasses a diverse collection of knowledge, skills and processes that people use to satisfy their needs and to extend human capabilities. Technology Mandatory is a rich subject that provides students with opportunities to become technologically literate individuals capable of developing creative solutions to identified problems and situations.

Context Focus Areas: Agriculture and Food Technologies, Digital Technologies, Engineered Systems, Material Technologies

Students will rotate through each of the Context Focus Areas over a 2 year cycle. Each rotation will last one semester

Year 7 Context Focus Areas: Agriculture and Food Technologies, Engineered Systems and Digital Technologies,

Year 8 Context Focus Areas: Agriculture and Food Technologies, Engineered Systems and Material Technologies

YR 7 OBJECTIVES: DIGITAL TECHNOLOGIES	TASK DESCRIPTION	OUTCOME S	TIMING Rotation 1 SEMESTER 1	TIMING Rotation 2 SEMESTER 2
Design and production	Project Solution/Product	TE4-1DP TE4-2DP TE4-3DP TE4-4DP	Ongoing throughout unit	Ongoing throughout unit
Understand Production Process	Research and/or Design Folio	TE4-7DI TE4 -10TS TE4-1DP TE4-2DP TE4-7DI	Term 2, Week 5	Term 4, Week 4

YR 7 OBJECTIVES: AGRICULTURE AND FOOD TECHNOLOGIES AND ENGINEERED SYSTEMS	TASK DESCRIPTION	OUTCOME S	TIMING Rotation 1 SEMESTER 1	TIMING Rotation 2 SEMESTER 2
Design and production	Project Solution/Product	TE4-1DP TE4-2DP TE4-3DP	Ongoing throughout unit	Ongoing throughout unit
Knowledge and Understanding Understand Production Process	Design Folio	TE4-5AG TE4-8EN TE4-10TS TE4-1DP TE4-2DP TE4-5AG TE4-8EN	Term 2, Week 5	Term 4, Week 4

VISUAL ARTS

An introduction to the Elements of Visual Arts is delivered in a rotation in either Semester 1 or Semester 2:

Term 1 or Term 3 –

Elements of Visual Art (Tone, Colour, Line)

Texture, Composition (Show Artwork)

Term 2 or Term 4 –

Exploring 2D or 3D mediums

Assessment Tasks	Outcomes	Timing Rotation 1 Semester 1	Timing Rotation 2 Semester 2
Exhibited Artwork(s)	4.3, 4.9	Term 1, Week 11	Term 3, Week 10
2D or 3D Artwork	4.1, 4.4, 4.6	Term 2, Week 5	Term 4, Week 5
Elements of Art (Visual Art Progress Diary)	4.2, 4.5, 4.8, 4.10	Ongoing	Ongoing
Theory assessment Task	4.7, 4.8, 4.9, 4.10	Term 2, Week 3	Term 4, Week 3

Outcomes:

- 4.1 uses a range of strategies to explore different art making conventions and procedures to make artworks.
- 4.2 explores the function of and relationships between artist – artwork – world – audience.
- 4.3 makes artworks that involve some understanding of the frames.
- 4.4 recognises and uses aspects of the world as a source of ideas, concepts, and subject matter in the visual arts.
- 4.5 investigates ways to develop meaning in their artworks.
- 4.6 selects different materials and techniques to make artworks.
- 4.7 explores aspects of practice in critical and historical interpretations of art.
- 4.8 explores the function of and relationships between artist – artwork – world – audience.
- 4.9 begins to acknowledge how art can be interpreted from different points of view.
- 4.10 recognises that art criticism and art history construct meanings.

Appendix A - My Assessment Record

Record your assessments and marks in this book to keep track of what you have done and what you still have to do.

SUBJECT TASK NO	DATE DUE	DESCRIPTION	COMPLETED MARK/GRADE
Eg. Maths Task 2 Trigonometry	12/4/18	Class Test, allowed one handwritten sheet of notes	P B

WHS Stage 4 Year 7 Assessment Booklet 2024

Subject Task No	Date Due	Description	Completed/Mark

Appendix B - Non-submission of an Assessment Task Letter



WARIALDA HIGH SCHOOL
"Providing advantage through diverse educational opportunities for every student"
Apollo Avenue
WARIALDA NSW 2402
ABN 75 091 938 137
Phone No: 02 67291000 or 02 67291254
Email: Warialda-h.school@det.nsw.edu.au



Date: _____

Dear _____

Re: Non-Submission of an Assessment Task

I am writing to inform you that your child has not submitted /sat the following assessment task: _____ in _____.

The task should have been submitted / sat on _____.

The school requires that students complete assessments to the best of their ability and that students follow teacher instructions during the task.

Consequently, your child may not fulfil the requirements of the _____ course.

Your child will be required to complete the assessment task by _____.

Please discuss this matter with your child and contact the school if further information or clarification is needed.

Yours sincerely

Class Teacher

Head Teacher

Please detach this section and return it to the school

Non-Submission of an Assessment Task

I have received the letter dated _____ indicating that _____ has not submitted / sat an assessment task in _____.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____