



EAST HILLS GIRLS TECHNOLOGY HIGH SCHOOL

Year 7 Course Assessment Information and Calendar

2024

Contents

Assessment Philosophy.....	3
Useful School Contacts.....	4
School Assessment Policy	5
Common Grade Scale.....	6
The role of homework.....	7
The role and importance of group work.....	7
Understanding methods of assessment	7
Assessment Procedures	8
What does the Assessment Schedule look like?	8
Responsibilities of the school.....	9
Responsibilities of our students.....	9
Procedures for missed final due dates for a task due to absence or illness.....	10
Extra-curricular events and excursions.....	10
Malpractice	11
Assessment Calendar Year 7 2024	12
Course Assessment Outlines.....	14
ENGLISH.....	14
HISTORY.....	15
MATHEMATICS.....	16
MUSIC.....	17
PDHPE.....	18
SCIENCE	19
TECHNOLOGY MANDATORY	20
VISUAL ARTS.....	21
Appendix 1	22
Parent and Student Acknowledgement / Return slip	23

Assessment Philosophy

Our school

East Hills Girls Technology High School is underpinned by a culture of high expectations where curiosity, creative inquiry, critical thinking and collaboration are at the heart of student success. The East Hills Girls Technology High School student is a future focused learner who is encouraged to extend her talents and push her boundaries. She embraces her responsibility to actively and purposefully contribute to all aspects of her learning, working in partnership with teachers to take hold of opportunities presented in student centred learning environments that are rich in quality feedback and visible goal setting to support continual improvement.

Our purpose

Assessment aims to make learning a process of discovery and improvement, developing curious, creative, critical and collaborative lifelong learners. Authentic assessment strategies are explicit in what students are expected to know and do, and opportunities support the development of a growth mindset that cultivates the resilience and self-efficacy necessary to achieve tasks and meet personal challenges. Quality assessment builds students' capacity to acquire new knowledge and skills and understand new concepts. It utilises contemporaneous technologies, encouraging students to pursue innovative ways of thinking.

Our practice

Our rigorous assessment practices comply with Department of Education and NSW Education Standards Authority policies. A variety of assessment approaches and strategies enable students to best demonstrate their knowledge, skills and understanding. *Assessment for, assessment as and assessment of learning* enables teachers to gather evidence and make reliable judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally. Assessments are fair and flexible with embedded opportunities for growth. Quality feedback throughout assessment is essential and is provided in a variety of ways to support students' ongoing improvement and success. Assessment is inclusive of and accessible for all students. Teachers and students work together to develop a positive and reciprocal partnership of trust and support.

Our goal

Through quality teaching, learning and assessment practices, our students will make meaningful, real-world connections in daily learning experiences and will develop resilience through perseverance and commitment. We expect students to leave our school as empowered and motivated young women who value learning and who make positive contributions to our society.

Useful School Contacts

The following people are available for you to speak to or be contacted at school on 9773 9160.

Principal	Ms L Andre
Deputy Principals	Mrs K Rytmeister Mrs Z Hammoud
Careers Adviser	Ms L Leigh
Head Teacher Student Support	Ms S Simonsen
Head Teacher Administration	Mr A Olm
Head Teacher English	Mrs S Gray (Rel)
Head Teacher Creative and Performing Arts	Mr F Necic
Head Teacher Information Technology	Mr S Sharma
Head Teacher Mathematics	Ms D Duval
Head Teacher Personal Development, Health & Physical Education	Ms L Bailey (Acting)
Head Teacher Science	Mrs L Clutterbuck (Rel)
Head Teacher HSIE	Mr J Short
Head Teacher Technology and Applied Studies (TAS) / Vocational Education and Training (VET) Coordinator / Languages	Mrs K Saville
Year Coordinator	Ms E Towell
Assistant Year Coordinator	Mrs L Arentz
Sport Coordinators	Mr M Borg (Wednesday Sport) Mrs M Ibrahim (Representative Sport and Carnival Coordinator)
School phone	9773 9160
Email	easthillsg-h.school@det.nsw.edu.au

School Assessment Policy

Assessment at East Hills Girls Technology High School enables students to demonstrate what they know and can do across each Key Learning Area (KLA). Teachers design explicit, valid, reliable and inclusive assessments based on current syllabus requirements for each course. Students and teachers use feedback effectively and reflect on the learning process. These rigorous assessment practices form an ongoing process that provide evidence that accurately represents a students' knowledge, understanding and skills.

Assessment at East Hills Girls Technology High School encourages progressive development of knowledge, understanding and skills, whilst ensuring:

- consistency across subjects and courses
- an understanding that the work completed in the classroom is valued and part of assessment
- coordination of the assessment program to ease the load on students.

Assessment, in line with our school assessment philosophy, is designed to extend key learning concepts which are relevant to each course studied. Assessment tasks measure student performance against course outcomes through a range of types of tasks.

Through feedback and high expectations, we see visible evidence of student growth and improvement in student learning outcomes. We achieve this through positive and reciprocal partnership of trust and support between teachers and students and their families.

The NSW Education Standards Authority (NESA) defines assessment as the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation.

Teachers use the Common Grade Scale, syllabus objectives, outcomes and stage statements to make decisions about student achievement over the course of a semester or year.

The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years in all NSW schools. Students' performance in each course will be used to determine which grade best reflects the overall level of achievement of each student. The Common Grade Scale describes performance at each of five grade levels.

Common Grade Scale

- A** The student has an extensive knowledge and understanding of the content and can readily 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** The student has a thorough knowledge and understanding of the content 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** 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** 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** The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.

The role of homework

Homework serves a variety of purposes. Homework aims to:

- identify the starting point for class work eg in a flipped learning mode, for pre-learning (for acceleration, remediation or for targeted assistance)
- help students consolidate their learning in class
- open opportunities for students to discuss learning with their parents and families
- generate opportunities for students to be curious, creative, think critically and collaborate with their peers and teachers.

Teachers aim to:

- communicate the purpose, benefits and expectations of homework to students and parents/caregivers
- acknowledge student effort in completing homework and provide timely and relevant feedback on progress and achievement
- ensure resources and materials are accessible to all students
- support students having difficulties with homework

The role and importance of group work

Group work provides students with the opportunity to develop valuable life skills in collaboration, negotiation, organisation and leadership. Groups that work well together can achieve much more than individuals working on their own. A broader range of skills can be applied to practical and problem-solving activities and sharing and discussing ideas can play a pivotal role in deepening students' understanding of content and concepts. If a task involves students working in a group, task expectations and assessment criteria will be made explicit to students.

Understanding methods of assessment

Assessment is an essential component of the teaching and learning cycle. A variety of assessment methods will be used and may be used individually or together, formally, or informally. Embedded through our teaching and learning programs for each of our courses are a range of types of assessment to support student learning and achievement. For more information on methods of assessment, see *Appendix 1*.

Assessment Procedures

What does the Assessment Schedule look like?

A schedule of assessment tasks in each subject is provided to students at the beginning of each course. Assessment schedules will be released to students each year in early Term 1. Students must ensure that tasks are planned well in advance of the due dates.

Students will be given approximate timeframes for due dates, within two weeks where possible. Due dates are usually included on the task notification or marking criteria.

Courses will each have a maximum of four (4) formal assessment tasks (which can include sets of evidence, classwork or portfolios) across the school year. These tasks will each have a set of explicit criteria they will be assessed against. Formal tasks contribute to positions at the end of the year and awards presented on our school's Presentation Day. Any informal or ongoing assessment will also be indicated in the course assessment schedule. All tasks contribute to the grade students are awarded at the end of a semester or school year for each course.

Assessment in Mathematics and Science is through a visible learning pedagogical practice whereby students engage in a differentiated and tailored program, depending upon individual strengths and weaknesses. Students sit a pre and post tests for every topic. The performance in the pre-test aligns the student into teaching domains of surface, deep and transfer. At the end of the topic students are post tested. This cycle is then repeated for the next topic and students are restructured into the learning domains.

Surface level for a topic indicates that more assistance and more rigorous practice around fundamentals or basic knowledge of the topic is needed. At Deep level, the student identifies themselves as having a good understanding of the facts and identifies they need little assistance to enhance their fundamental understanding. At Transfer level, students are able to sprint through basic and fundamental knowledge and apply this knowledge beyond the scope of the topic.

Responsibilities of the school

The school will provide:

- a Yearly Assessment Calendar outlining both formal and informal or ongoing tasks for each course studied
- appropriate modifications or adjustments to tasks for students with identified learning needs
- a range of opportunities for students to demonstrate their achievement of outcomes in each course
- embedded opportunities for students to seek and act on/apply varied methods of feedback to improve their performance.

Responsibilities of our students

Each student has a responsibility to:

- be familiar with, and fulfil the requirements of the school's Assessment Policy and Procedure requirements as set out in this handbook
- reflect thoughtfully on feedback provided through the learning process; making attempts wherever possible to seek and use feedback, draft and redraft work to maximise improvement
- collect and catch up on any lesson material issued in relation to all class work and assessment tasks when absent
- seek help and support from their teacher throughout the learning process
- submit formal assessment tasks by their due date according to the task requirements
- attend the whole school day on the date the assessment task is due
- apply themselves to the best of their ability to all types of tasks, including class work, homework or formal tasks
- find out if any assessment task notifications have been issued during any missed lessons/absences
- maintain the integrity and confidentiality of all assessment tasks and ensure the task is completed using all their own work.

Procedures for missed final due dates for a task due to absence or illness

Circumstances may arise that prevent the student from completing an assessment task by its due date or reduce their performance on the day of a task such as personal illness, family tragedy or bereavement or transport problems. Technical difficulties such as iPad/computer/printer failure is not grounds for misadventure.

On the day the student returns to school:

- The student should be prepared to complete the task in their first scheduled lesson for the course, if required.
- The student should report to the relevant faculty Head Teacher and submit the task or if necessary, negotiate a new submission date.

In the case of non-submission of a task or incomplete tasks (for tasks due in-class, topic tests or examinations):

- The school will contact parents where there are concerns around student performance, to discuss progress and set alternate times for students to complete tasks eg lunchtime or after school.

In the case of illness or misadventure, students should see their teacher on their first day back at school. Students are responsible for submitting hand-in tasks early if they know they will be absent on the date an assessment task is due.

During periods of extended absence such as illness, scheduled surgery or family commitments, alternate assessment arrangements may be made. Students must seek approval for these arrangements and must speak with the Year Advisor in the first instance. If approved, arrangements will be negotiated with Faculty Head Teachers, Head Teacher Student Support and/or Deputy Principal prior to the assessment task.

Extra-curricular events and excursions

If a scheduled assessment task clashes with an extracurricular activity, eg representing the school in a sporting or other event, it is the student's responsibility to make alternate arrangements at least one week prior to the due date with their class teacher or the Faculty Head Teacher.

Assessment tasks take precedence over excursions and it cannot be assumed that an assessment task can be rescheduled. This requires negotiation between the student, teacher and the Head Teacher.

Malpractice

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

- being in possession of unauthorised notes or electronic devices during a test or examination eg mobile phone
- plagiarism - using words, ideas, designs or workmanship of others without acknowledgement
- copying from another student or submitting another person's work as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- assisting another student to engage in malpractice
- disseminating any information related to the content of the exam to any of their peers
- behaving in a way likely to disrupt the work or concentration of other students.

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the Head Teacher. Malpractice in an assessment task will result in a phone call to parents and a letter being sent home. An alternate opportunity to complete the task may be arranged by the teacher.

Assessment Calendar Year 7 2024

Term 1 2024	Assessment Tasks due this week
1	
2	Mathematics- making predictions skills
3	
4	
5	Science - Working Scientifically
6	Mathematics – Computations with integers and Fraction
7	
8	Music - Learning the 6 Musical Concepts
9	Mathematics - Term 1 Assessment Visual Arts - Be Bold Like Colour
10	Technology - Project & Folio Science- Resources
11	PDHPE - This is My World English – Genre writing
Term 2 2024	Assessment Tasks due this week
1	Mathematics- number relationships
2	
3	
4	History – Life in Ancient Egypt Report
5	Technology - Writing Task Mathematics – Term 2 Assessment Science - Particle Model States of Matter & Semester 1 Practical Test
6	
7	
8	PDHPE - Artistic Gymnastics Visual Arts - Uncanny Hybrids Music - Musical Instruments
9	
10	Science - Mixtures

Term 3 2024	Assessment Tasks due this week
1	Mathematics- Number relationships
2	
3	
4	History – Qin Shi Huang Di Biography
5	Science - Forces
6	
7	
8	PDHPE - Mindful or Mind-full? History – Narrabeen Man Source Study and Report
9	Mathematics- Term 3 assessment Music - Music in the Movies Visual Arts - 2D Media Portrait of a Sitter & Archibald Exhibition Review Technology - Project and Folio
10	Mathematics - Angle Properties English - Freedom
Term 4 2024	Assessment Tasks due this week
1	Mathematics – 2D Spatial relationships
2	History – Knight Source Study
3	Technology - Writing Task
4	PDHPE - Invent a Game!
5	Science - Habitats
6	Mathematics- Semester 2 Written Assessment Music - The Music of Africa and Indigenous Australia Visual Arts - 2D Drawing and Printmaking
7	
8	Science - Ecosystems
9	Science - SRP
10	

Course Assessment Outlines

ENGLISH

Semester 1			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Genre Writing	<p>You will study the concept of genre. You will explore the conventions of a specific genre and how writers use language to create characters and worlds in that genre.</p> <p>For your formal assessment, you will compose a piece of imaginative writing using the language of the fantasy genre studied in class.</p>	EN4-RVL-01, EN4-URA-01, EN4-URC-01, EN4-ECA-01	Term 1 Week 11
Ways of Representing Self	<p>You will be taught about the ways personal identity are presented in texts using language and form.</p> <p>Although there is no formal assessment task for this unit, you will be assessed on the quality of your class work, with a particular focus on the creation of digital and visual texts.</p>	EN4-URA-01, EN4-URB-01, EN4-ECA-01	Throughout Term 2
Semester 2			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Freedom	<p>You will study a film that explores the concept of freedom in class, focusing closely on the visual features, language and ideas portrayed by the director.</p> <p>For your formal assessment, you will show your understanding of this through the completion of a formal exposition.</p>	EN4-RVL-01, EN4-URA-01, EN4-URC-01, EN4-EA-01	Term 3 Week 10
Introduction to Shakespeare	<p>You will study a variety of short Shakespearean texts, focusing on their language and performance.</p> <p>Throughout your study, you will write poetry, deliver (through speech) and perform some of these different texts.</p>	EN4-RVL-01, EN4-ECA-01, EN4-URA-01	Throughout Term 4
All Units	You will be assessed on the quality of your in-class work relating to the skills associated with all of the studied units. You will also complete writing skills tests periodically throughout the year to assess the development of your writing.	All outcomes	Whole year

HISTORY

Semester 1			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Narrabeen Man	Source Study and Report Writing You will be assessed on how you analyse a range of sources as evidence to explain the cause of death of a skeleton found at Narrabeen.	HT4-5, HT4-6, HT4-10	Week 8 Term 1 Formative assessment and the final task will be completed in class by this date.
Life in Ancient Egypt	Source Analysis You will be assessed on how well you select and analyse sources about life in Ancient Egyptian society.	HT4-3, HT4-6, HT4-9	Week 4 Term 2 Formative assessment and the final task will be completed in class by this date.
Semester 2			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Qin Shi Huang Di Biography	Research and Recount Writing You will be assessed on how you use evidence to support your explanation of the life and significance of Emperor Qin.	HT4-3, HT4-6, HT4-10	Week 4 Term 3 Formative assessment and the final task will be completed in class by this date.
Knight Source Study	Source Analysis You will be assessed on how you describe different perspectives and interpretations of medieval knights based on an analysis of sources.	HT4-5, HT4-7, HT4-9	Week 2 Term 4 Formative assessment and the final task will be completed in class by this date.

MATHEMATICS

Semester 1			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Making Predictions	Skills	MAO-WM-01, MA4-FRC-C-01, MA4-PRO-C-01	Week 2, Term 1
Term 1 Assessment	Making Predictions/Making Decisions	MAO-WM-01, MA4-FRC-C-01, MA4-PRO-C-01 MAO-WM-01, MA4-DAT-C-01, MA4- DAT-C-02, MA4-PRO-C-01	Week 9 Term 1 27/3
Number Relationships	Skills Additive Thinking	MAO-WM-01, MA4-INT-C-01, MA4-FRC-C-01, MA4-ALG-C-01, MA4-LIN-C-01	Week 1 Term 2
Term 2 Assessment (Half Yearly)	Formal Assessment Task Skills and knowledge	MAO-WM-01, MA4-INT-C-01, MA4-FRC-C-01, MA4-ALG-C-01, MA4-LIN-C-01 MAO-WM-01, MA4-INT-C-01, MA4-FRC-C-01, MA4-ALG-C-01	Week 5 Term 2 28/5
Semester 2			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Number Relationships	Skills	MAO-WM-01, MA4-INT-C-01, MA4-FRC-C-01, MA4-ALG-C-01, MA4-IND-C-01	Week 1 Term 3
Term 3 Assessment	Multiplicative Thinking/ 2D Spatial Relations	MAO-WM-01, MA4-INT-C-01, MA4-FRC-C-01, MA4-ALG-C-01, MA4-IND-C-01 MAO-WM-01, MA4-ANG-C-01, MA4-GEO-C-01	Week 9 Term 3
2D Spatial Relations	Skills	MAO-WM-01, MA4-FRC-C-01, MA4-ALG-C-01, MA4-LEN-C-01, MA4-ARE-C-01, MA4-RAT-C-01	Week 1 Term 4
Term 4 Semester 2 Written Assessment (Yearly)	Formal Assessment Task Skills and knowledge	MAO-WM-01, MA4-FRC-C-01, MA4-ALG-C-01, MA4-LEN-C-01, MA4-ARE-C-01, MA4-RAT-C-01 MAO-WM-01, MA4-VOL-C-01	Week 6 Term 4

MUSIC

Semester 1			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Learning the 6 Musical Concepts	Students are introduced to the six musical concepts: Pitch, Duration, Texture, Tone Colour, Dynamics and Expressive Techniques and Structure. Students develop their aural skills by completing a number of listening activities throughout the term. Students compose simple rhythmic and melodic compositions and perform their own compositions for the class. Formal Assessment: The Concepts of Music written analysis	4.1, 4.3, 4.4, 4.8 ,4.12	Week 8 Term 1
Musical Instruments	Students are exposed to a variety of musical instruments from various cultural backgrounds. Students develop an understanding of the classification of instruments and traditional and graphic notation. Students also learn how to use the Garage Band app for creating their own compositions. Formal Assessment: Performance	4.1, 4.3, 4.6, 4.7, 4.9, 4.12	Week 8 Term 2
Semester 2			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Music in the Movies	Students develop an understanding of the importance and function of Music in the Movies. It is a fun topic where students compose their own soundtracks to selected scenes from movies using the Garage Band app. Students also develop their understanding of notes of the treble clef, learn simple pieces on the piano and guitar and perform selected works for the class. Formal Assessment: Film Music Composition	4.2, 4.3, 4.4, 4.5 ,4.7, 4.9, 4.12	Week 9 Term 3
The Music of Africa and Indigenous Australia	Students develop an understanding and appreciation of the cultural importance of the Music of Africa and Indigenous Australia. Students develop their musical literacy learning concepts such as 'call and response' and 'polyrhythms'. Students perform a traditional African piece of music in small groups using a variety of tuned and untuned instruments. Formal Assessment: Performance	4.1, 4.5, 4.8, 4.11, 4.12	Week 6 Term 4

PDHPE

Semester 1			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
This Is My World	Research, Reflection and Treasure Box Presentation Task You will select items/keepsakes from your life and present to your class how each item has helped shape your identity.	PD4-1, PD4-3, PD4-6, PD4-10	Presentations due Week 11, Term 1
Artistic Gymnastics	Skill and Movement Composition Development You will be assessed by your teacher and your partner/group on how you use feedback to develop skills, persistence in developing skills and your use of the elements of composition to compose a floor or beam routine.	PD4-4, PD4-5, PD4-11	Week 8, Term 2
Semester 2			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Mindful or Mind-full?	Start the Conversation Movie Campaign Group Task You will be assessed on how you research and work collaboratively with your group to design and edit an effective short campaign movie to raise awareness and educate young people about mental health.	PD4-2, PD4-3, PD4-6, PD4-9, PD4-10	Movies uploaded by Week 8, Term 3
Invent a Game! Modified Games (Base Sport and Specific Group)	Design and Presentation Task You will invent a new game which you will teach to and lead with your class.	PD4-4, PD4-5, PD4-10, PD4-11	Week 4, Term 4

SCIENCE

Semester 1			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Working Scientifically Resources	Each topic will be assessed in the following areas: - Education perfect tests addressing the theory and processing skills. Submission of PET Portfolio, ALN & Education Perfect Tasks.	WS4-9 ES3, ES4	Term 1 Week 5 Working Scientifically Term 1 Week 10 Resources
Particle Model, States of Matter Mixtures	Each topic will be assessed in the following areas: - Education perfect tests addressing the theory and processing skills Submission of PET Portfolio, ALN & Education Perfect Tasks.	CW1, CW2, CW3, WS4-9	Term 2 Week 5 Particle Molde, States of Matter Term 2 Week 10 mixtures
Semester 1 Practical test	Laboratory skills test and written experimental report.	WS4-9, CW1-3, ES3-4	Term 2 Week 5 Prac Test
Semester 2			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Forces Solar System	Each topic will be assessed in the following areas: - Education perfect tests addressing the theory and processing skills. Submission of PET Portfolio, ALN & Education Perfect Tasks.	PW1, PW2 WS4-9	Term 3 Week 5 Forces Term 3 Week 10 Solar system
Habitats Ecosystems	Each topic will be assessed in the following areas:- Education perfect tests addressing the theory and processing skills Submission of PET Portfolio, ALN & Education Perfect Tasks. 15%	LW1, LW5 WS4-9	Term 4 Week 5 Habitats Term 4 Week 8 Ecosystems
Group SRP Experiment	Experimental design skills and report on Forces	WS4-9 PW1, PW2	Term 3 Week 9 SRP

TECHNOLOGY MANDATORY

Semester 1			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Agricultural & Food Technologies (1 Semester)	<p>Agriculture & Food Technologies focuses on the investigation of managed environments, such as farms and plantations.</p> <p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> Investigate innovative and sustainable supply of agriculturally produced raw materials. Demonstrate knowledge and understanding about managed systems that produce food through designing and producing solutions. Develop knowledge and understanding about food selection and preparation, food safety and how to make informed choices when experimenting with and presenting nutritious food. <p>Tasks will include Design Folio & Project, writing activities, experimentation and practical activities.</p>	<p>Design & Production Skills: TE4-1DP TE4-2DP TE4-3DP</p> <p>Knowledge & Understanding: TE4-5AG TE4-6FO TE4-10TS</p>	<p>Project & Folio S1 - Term 1 Week 10 S2- Term 3 Week 9</p> <p>Writing Task S1 - Term 2 Week 5 S2 - Term 4 Week 3</p>
Semester 2			
Task/Unit title	Task Type and Method of Assessment	Targeted Outcomes	Due Date / End date for formative assessment.
Materials (Textiles) Technology (1 Semester)	<p>The Material Technologies context focuses on the application of specialist skills and techniques to a broad range of traditional, contemporary and advancing materials (Textiles).</p> <p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> Develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation and practical investigation, Identify and produce products to satisfy identified needs and opportunities. <p>Tasks will include Design Folio & Project, writing activities, experimentation and practical activities.</p>	<p>Design & Production Skills: TE4-1DP TE4-2DP TE4- 3DP</p> <p>Knowledge & Understanding: TE4-9MA TE4-10TS</p>	<p>Project and Folio S1 - Term 1 Week 10 S2- Term 3 Week 9</p> <p>Writing Task S1 - Term 2 Week 5 S2 - Term 4 Week 3</p>

Note: Students will study two context areas from the Technology Mandatory syllabus in Year 7. Students will study an alternate context area each Semester.

VISUAL ARTS

Semester 1			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Be Bold Like Colour	<p>4D Digital Self-Portrait (iPad Graphic Design) Inspired by the emotionally charged Fauvist movement, Henri Matisse's cut-outs and contemporary illustration, students produce a digital collage incorporating photographs of their own painted grounds from introductory and digital into a self-portrait that embraces the full potential of colour and shape as a means of expression and to produce sensational psychological responses.</p>	4.1, 4.4, 4.5, 4.6	Term 1 Week 10
Uncanny Hybrids	<p>3D Ceramic Sculpture (Cross Curricular Project) Students learn to produce hybrid ceramic sculptures which reorientate animals and their symbolism from diverse world cultures of Ancient human history brimming with personal ideas, messages and meanings.</p>	4.2, 4.3, 4.7, 4.8, 4.9	Term 2 Week 8
Semester 2			
Task/Unit title	Task Type and Method of Assessment	Targeted Outcomes	Due Date / End date for formative assessment.
If Portraits Could Speak	<p>Part A: InDELible Line Mixed-2D Media Portrait of a Sitter <i>Students create a portrait of a sitter focusing on the application of line and value. Students make connections to how line is used in portraiture to suggest gesture and create texture as they render a mixed-media portrait using watercolour, paint, ink, fine line pigments and markers.</i></p> <p>Part B: Archibald Exhibition Review Contextualised by authentic learning, students engage with a range of artworks from the Archibald prize and write a critical review which involves describing and analysing artworks' form and representation through <i>The Frames</i>.</p>	4.1, 4.2, 4.3, 4.8, 4.9	Term 3 Week 9
Reimagining Still Life	<p>2D Drawing and Printmaking Students create their own contemporary still life compositions that communicate stories about who we are, what we value, and where we come from, recreating them as a pastel drawing or lino cut series. Referencing Dutch Vanitas traditions to reinvigorations of the still life genre in the twentieth century and beyond, Students learn how to use balance to create stability or tension in their drawing and how to establish technical proportion – natural or harmonious relationships between objects.</p>	4.1, 4.3, 4.7	Term 4 Week 6

Appendix 1

Assessment for Learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

Assessment as Learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

Assessment of Learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to grade students. The effectiveness of assessment of learning for grading purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, teachers and students
- provides a transparent interpretation across all audiences.

The approach or approaches teachers use will be informed by:

- the evidence of student learning to be gathered
- the processes for gathering the evidence
- the feedback to be provided to students.

Parent and Student Acknowledgement / Return slip

Please complete and return to the Deputy Principal (Ms Hammoud)

Student Acknowledgement

I have received and read the Year 7-9 Assessment Policies and Procedures Handbook (including the assessment calendar and each course outline) and understand my responsibilities as a student in regard to assessment at East Hills Girls Technology High School.

Student's Name:

(Please print)

Roll:

Student's Signature:

Date:

Parent Acknowledgement

I have read the Year 7-9 Assessment Policy and Procedures Handbook *including the Assessment Calendar overview*.

Parent Signature:

Date: