

ELDERSLIE HIGH SCHOOL

YEAR 7



ASSESSMENT GUIDELINES

- It is the Head Teacher's responsibility to hand out a hard copy of each subject's assessment to the students.
- It is the student's responsibility to ensure the receipt of the assessment outline, by signing a class list.

2022

**TO GUIDE STUDENTS TOWARDS THE REALISATION
OF THEIR PERSONAL BEST**

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Assessment Task Calendar – Year 7 2022

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | |
|---|-------------------------------------|---|-----------------------|----------|---------------------|----------|---------------------------------|-------------------------------|----------------------------------|------------------------------------|---|--|
| Term 1 2022 11 Weeks Beginning 24/01/22 | 24/01/22 | 31/01/22 | 07/02/22 | 14/02/22 | 21/02/22 | 28/02/22 | 07/03/22 Japanese History | 14/03/22 Maths English | 21/03/22 Agriculture | 28/03/22 Music | 04/04/22 Visual Arts Interim reports issued | |
| | | | | | | | Tech. Mandatory | | | | | |
| | | | | | | | PDHPE Practical | | | | | |
| | | | | | | | | | | | | |
| Term 2 2022 10 Weeks Beginning 25/04/22 | 25/04/22 Agriculture Japanese | 02/05/22 Maths Parent Teacher Night | 09/05/22 PDHPE | 16/05/22 | 23/05/22 | 30/05/22 | 06/06/22 Music | 13/06/22 English | 20/06/22 | 27/06/22 Visual Arts | | |
| | | | NAPLAN Online 10-20/5 | | | | | | Tech. Mandatory | | | |
| | | | | | | | | | | | | |
| Term 3 2022 10 Weeks Beginning 18/07/22 | 18/07/22 | 25/07/22 Yr 7-12 Parent Teacher Night | 01/08/22 | 08/08/22 | 15/08/22 Science | 22/08/22 | 29/08/22 | 05/09/22 Japanese PDHPE | 12/09/22 Music Agriculture | 19/09/22 English Visual Arts | | |
| | | | History Task 2 | | | | PDHPE Practical | | | | | |
| | | | | | | | | | | | | |
| Term 4 2022 11 Weeks Beginning 10/10/22 | 10/10/22 Agriculture | 17/10/22 Maths History Science | 24/10/22 | 31/10/22 | 07/11/22 | 14/11/22 | 21/11/22 | 28/11/22 | 05/12/22 | 12/12/22 Reports issued | 19/12/22 | |

If subjects occur only once per 2 week cycle then the faculty concerned may schedule a task to suit their students within the guidelines outlined. Dates are the Monday of that week.

Assessment Guidelines

1. DEFINITION: Assessments measure students' achievements over a range of syllabus outcomes and are based on multiple measures and observations made throughout the course rather than one single assessment or examination.

Assessment tasks are your opportunity to show what you know, understand and can do.

There will be a variety of task types that may include formal examinations, practical tests, oral tests, research projects, process diaries, etc. appropriate for the outcomes being assessed.

Every piece of work counts towards the faculties' determination of your grade. All work contributes towards success in the Course and to the achievement of outcomes specified in the syllabus.

Grade achieved = 60% formal tasks + 40% ongoing assessment

2. Issuing and Receiving the Assessment Guidelines, Assessment Outline and Assessment Notification

- All students are issued this Assessment Guideline at the commencement of the school year. You will sign that you have received your copy.
- Teachers will explain the Assessment Outline when it is issued. Ongoing assistance is available from the Class Teacher, Head Teacher, and the relevant Deputy Principal.
- **You will be given at least two weeks' notice of a formal assessment task in writing. If you are absent for the issuing of an assessment notification, it is your responsibility to obtain the task information.** There will not be a change to the due date because of your absence.

3. Completion of Assessment Tasks At School

You have a responsibility to be present in class for all assessment tasks. **These tasks take priority over all other school activities.** If you are aware of circumstances that may prevent your attendance in class for a task you must make these circumstances known to your Class Teacher and the appropriate Head Teacher **before** the day of the task and must use the Illness/Misadventure Application for Extension/Appeal Process. You must ensure that arrangements have been made to complete the task or a substitute task.

It is important that you attend on days with scheduled assessment tasks for the WHOLE DAY. Taking time off school to prepare assessment tasks on the due date is an example of MALPRACTICE. It is a form of cheating. You will receive a **zero mark** for the task.

If a class teacher is absent when an assessment is due for completion on that day, the Head Teacher will determine whether the task can proceed with another teacher. If it needs to be rescheduled, all students will be appropriately informed and sign that they are aware of the new date and time.

4. Assessment of Separate Classes in the Same Course

Where there are two or more classes studying the same course, they may be timetabled at different times.

Revealing assessment content or assisting other students that have a similar task to complete later is a form of MALPRACTICE.

5. Submission of Assessment Tasks Completed at Home

You must submit assessment tasks yourself personally to the relevant teacher (or delegate) by the due date. Tasks are not to be left at staffrooms, in classrooms or anywhere else.

If you are unable to attend school on the day the task is due you must submit the task on the next day you are at school, with accompanying documentation, such as a medical certificate.

If any assessment task is missed or is overdue, you cannot attend school on the day of an assessment task to submit it or complete the task in person because of a **valid reason**, you **must** do the following:

1. **(a) For Assessment Tasks completed at home - submit the assessment task on the next day you attend**
(b) For Assessment Tasks completed at school – report to your teacher on the next day you attend and discuss when you will do the task missed or a substitute task.
2. **Penalties apply for lateness without a valid reason, 20% for 1 day late, 50% for 2 days, zero marks thereafter.**
3. If the assessment misadventure/illness application is upheld, students will complete the task to demonstrate outcome achievement and to form the basis of an estimated mark. The estimated assessment task mark will be derived through consideration of all tasks completed as well as through the teacher's reflection of the performance descriptor bands for the subject.

6. Work Experience and Other School Sanctioned Commitments

In the event of an assessment task clashing with an approved school activity (compulsory course excursions, school camps, representative sports, etc.), which you are to attend, it is your responsibility to notify teachers of this commitment well **in advance**. You may apply for an extension before the event occurs or submit the task prior to the engagement. Otherwise, you may be given approval to complete or submit the task in the first lesson in that subject upon your return or complete a substitute task.

Approval for late submission/completion of a task must be requested in advance.

7. Extension of Time for an Assessment Task

An extension of time must be **sought at least one week before the due date**.

8. Conduct during Assessment Tasks (Including Examination Periods)

You must follow the examination rules and teachers' instructions at all times during the conduct of an assessment task. You may not have electronic devices, mobile phones and/or notes without the specific approval of the teacher conducting the task. Notes must not be taken from an assessment task room without the approval of the teacher in charge. You must not behave in any way that is likely to disturb the work of any other student or upset the conduct of the task. If you engage in misconduct you risk being excluded from an assessment task and/or receiving a **zero mark** for that task, and parents will be notified.

9. Malpractice

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Dishonest behaviour includes Plagiarism, regardless of the quantity. Proven cases of undertaking or assisting in cheating, dishonest practices or plagiarism will receive a **zero mark** for the entire task and parents will be notified. If you facilitate cheating (eg. providing your work to be 'looked at' or copied), you are cheating.

10. Non-Serious Attempts

If your assessment task effort is deemed by the class teacher and Head Teacher to be a non-serious attempt you will receive a **zero mark** and parents will be notified. Non-serious attempts may include instances where there is no response to a question(s), extremely short or nonsensical responses, responses of irrelevance, those containing inappropriate comments or a refusal to complete or participate in any part of an assessment task.

11. Technology Problems

Computer or USB malfunction (loss of data) is not sufficient grounds for appeal on its own. Computer or USB malfunction needs to be safeguarded by you through backing up, print outs, multiple copies or paper drafts. You would attach these as evidence to a note from your parents.

You are responsible for ensuring that any data (including text, images, video, Powerpoint presentations, etc) is functioning prior to the assessment due date. Printer issues are not grounds for lateness or appeal.

12. Student Assessment Task Feedback

Assessment Tasks are marked against a set of Marking Guidelines. Following each assessment task you will be given a grade and the steps you need to take to improve your knowledge and skills.

13. Disability Provisions

Board of Studies sanctioned disability provisions may be provided to eligible students for formal examinations. Students must apply by the advertised due date and provide all relevant documentation to the Head Teacher Welfare.

14. School Reviews of Assessment

If you have any concerns about the marking of an assessment task you must follow this up with your Classroom Teacher or the Head Teacher within one week of the return of the task.

A Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

| | |
|--------------------|---|
| Account | Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions |
| Analyse | Identify components and the relationship between them; draw out and relate implications |
| Apply | Use, utilise, employ in a particular situation |
| Appreciate | Make a judgment about the value of |
| Assess | Make a judgment of value, quality, outcomes, results or size |
| Calculate | Ascertain/determine from given facts, figures or information |
| Clarify | Make clear or plain |
| Classify | Arrange or include in classes/categories |
| Compare | Show how things are similar or different |
| Construct | Make; build; put together items or arguments |
| Contrast | Show how things are different or opposite |
| Critically | Add a degree or level of accuracy depth, knowledge and understanding, (analyse/ logic, questioning, reflection and quality to (analysis/evaluation) evaluate) |
| Deduce | Draw conclusions |
| Define | State meaning and identify essential qualities |
| Demonstrate | Show by example |
| Describe | Provide characteristics and features |
| Discuss | Identify issues and provide points for and/or against |
| Distinguish | Recognise or note/indicate as being distinct or different from; to note differences between |
| Evaluate | Make a judgment based on criteria; determine the value of |
| Examine | Inquire into |
| Explain | Relate cause and effect; make the relationships between things evident; provide why and/or how |
| Extract | Choose relevant and/or appropriate details |
| Extrapolate | Infer from what is known |
| Identify | Recognise and name |
| Interpret | Draw meaning from |
| Investigate | Plan, inquire into and draw conclusions about |
| Justify | Support an argument or conclusion |
| Predict | Suggest what may happen based on available information |
| Propose | Put forward (for example a point of view, idea, argument, suggestion) for consideration or action |
| Recall | Present remembered ideas, facts or experiences |
| Recommend | Provide reasons in favour |
| Recount | Retell a series of events |
| Summarise | Express, concisely, the relevant details |
| Synthesise | Putting together various elements to make a whole |

Agriculture

In Year 7, not every task is a formal assessment task, but every piece of work counts towards the grade achieved for your report. At the end of the year, a grade will be assigned to each student based on the combination of formal and informal assessment. A grade A, B, C, D or E will be allocated.

All class work, course work, practical work, field work, tests etc., are assessable. All work contributes towards success in the course and to the achievement of the outcomes specified in the syllabus.

| <i>60% of your assessment is based on the following common formal assessment tasks:</i> | | |
|---|------------------|--------------------------------|
| NATURE OF THE TASK | WEIGHTING | DATE OF TASK SUBMISSION |
| • Task 1: Graphing Task | 10% | Term 1, Week 9 |
| • Task 2: Modelling Task 1 | 20% | Term 2, Week 1 |
| • Task 3: Literacy Task | 10% | Term 3, Week 9 |
| • Task 4: Modelling Task 2 | 20% | Term 4, Week 1 |
| <i>40% of your assessment is based on continuous, formative tasks which include:</i> | | |
| COURSE ACTIVITY | WEIGHTING | DATE OF TASK SUBMISSION |
| • Ongoing class and practical tasks | 40% | Ongoing assessment |

Students need to refer to the 'Year 7 Assessment Guidelines, 2022' for full details.

Assessment Guidelines can be viewed on the school website www.elderslie-h.schools.nsw.edu.au/

English

In Year 7, not every task is a formal assessment task, but every piece of work counts towards the grade achieved for your report. At the end of the year, a grade will be assigned to each student based on the combination of formal and informal assessment. A grade A, B, C, D or E will be allocated.

All class work, course work, practical work, field work, tests etc., are assessable. All work contributes towards success in the course and to the achievement of the outcomes specified in the syllabus.

| <i>60% of your assessment is based on the following common formal assessment tasks:</i> | | |
|---|----------------------------|--------------------------------|
| NATURE OF THE TASK | WEIGHTING | DATE OF TASK SUBMISSION |
| • Task 1: Visual Representation/Reflection | 20% | Term 1, Week 8 |
| • Task 2: Shakespearean Diary Entry | 20% | Term 2, Week 8 |
| • Task 3: Secondary Perspective: Creative Writing | 20% | Term 3, Week 10 |
| <i>40% of your assessment is based on continuous, formative tasks which include:</i> | | |
| COURSE ACTIVITY | WEIGHTING | DATE OF TASK SUBMISSION |
| • Portfolio/reflection | Collectively valued to 40% | Continuously during the course |
| • Reading & Writing Portfolio | | |
| • Homework sheets | | |
| • Text types | | |
| • Spelling tests | | |

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History

In Year 7, not every task is a formal assessment task, but every piece of work counts towards the grade achieved for your report. At the end of the year, a grade will be assigned to each student based on the combination of formal and informal assessment. A grade A, B, C, D or E will be allocated.

All class work, course work, practical work, field work, tests etc., are assessable. All work contributes towards success in the course and to the achievement of the outcomes specified in the syllabus.

| <i>60% of your assessment is based on the following common formal assessment tasks:</i> | | |
|---|-----------|--------------------------------|
| NATURE OF THE TASK | WEIGHTING | DATE OF TASK SUBMISSION |
| • Task 1: Historical Skills Assessment | 15% | Term 1, Week 7 |
| • Task 2: Research Task Assessment | 25% | Term 3, Week 2-4 |
| • Task 3: Course Examination | 20% | Term 4, Week 2 |
| <i>40% of your assessment is based on continuous, formative tasks which include:</i> | | |
| COURSE ACTIVITY | WEIGHTING | DATE OF TASK SUBMISSION |
| • Homework Tasks | 10% | Continuously during the course |
| • Skills and Spelling Tasks | 10% | |
| • Writing Task | 20% | |

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Japanese

In Year 7, not every task is a formal assessment task, but every piece of work counts towards the grade achieved for your report. At the end of the year, a grade will be assigned to each student based on the combination of formal and informal assessment. A grade A, B, C, D or E will be allocated.

All class work, course work, practical work, field work, tests etc., are assessable. All work contributes towards success in the course and to the achievement of the outcomes specified in the syllabus.

| <i>60% of your assessment is based on the following common formal assessment tasks:</i> | | |
|---|------------------|--------------------------------|
| NATURE OF THE TASK | WEIGHTING | DATE OF TASK SUBMISSION |
| • Task 1: Speaking Task | 20% | Term 1, Week 7 |
| • Task 2: Reading and Writing Task | 20% | Term 2, Week 1 |
| • Task 3: Culture Assignment | 20% | Term 3, Week 8 |
| <i>40% of your assessment is based on continuous, formative tasks which include:</i> | | |
| COURSE ACTIVITY | WEIGHTING | DATE OF TASK SUBMISSION |
| • Bookmark | 20% | Continuously during the course |
| • Topic Quiz | 20% | |

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Mathematics

In Year 7, not every task is a formal assessment task, but every piece of work counts towards the grade achieved for your report. At the end of the year, a grade will be assigned to each student based on the combination of formal and informal assessment. A grade A, B, C, D or E will be allocated.

All class work, course work, practical work, field work, tests etc., are assessable. All work contributes towards success in the course and to the achievement of the outcomes specified in the syllabus.

| <i>60% of your assessment is based on the following common formal assessment tasks:</i> | | |
|---|-----------|--------------------------------|
| NATURE OF THE TASK | WEIGHTING | DATE OF TASK SUBMISSION |
| • Task 1: Project | 10% | Term 1, Week 8 |
| • Task 2: Term 2 Examination | 25% | Term 2, Week 2 |
| • Task 3: Term 4 Examination | 25% | Term 4, Week 2 |
| <i>40% of your assessment is based on continuous, formative tasks which include:</i> | | |
| COURSE ACTIVITY | WEIGHTING | DATE OF TASK SUBMISSION |
| • Topic Quizzes and summary sheets | 10% | Continuously during the course |
| • Classwork Activities | 10% | |
| • Mathematics Tasks | 10% | |
| • Numeracy Booklet | 10% | |

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Assessment Guidelines can be viewed on the school website www.elderslie-h.schools.nsw.edu.au/

Music

In Year 7, not every task is a formal assessment task, but every piece of work counts towards the grade achieved for your report. At the end of the year, a grade will be assigned to each student based on the combination of formal and informal assessment. A grade A, B, C, D or E will be allocated.

All class work, course work, practical work, field work, tests etc., are assessable. All work contributes towards success in the course and to the achievement of the outcomes specified in the syllabus.

| <i>60% of your assessment is based on the following common formal assessment tasks:</i> | | |
|---|------------------|--------------------------------|
| NATURE OF THE TASK | WEIGHTING | DATE OF TASK SUBMISSION |
| • Task 1: Performance Ensemble | 20% | Term 1, Week 10 |
| • Task 2: Composition Task | 20% | Term 2 Week 7 |
| • Task 3: Listening Task | 20% | Term 3, Week 9 |
| <i>40% of your assessment is based on continuous, formative tasks which include:</i> | | |
| COURSE ACTIVITY | WEIGHTING | DATE OF TASK SUBMISSION |
| • Performance Tasks | 20% | Term 1-4 |
| • Composition Progress/Tasks | 10% | Term 1-4 |
| • Listening Tasks | 10% | Term 1-4 |

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Personal Development, Health & Physical Education (PDHPE)

In Year 7, not every task is a formal assessment task, but every piece of work counts towards the grade achieved for your report. At the end of the year, a grade will be assigned to each student based on the combination of formal and informal assessment. A grade A, B, C, D or E will be allocated.

All class work, course work, practical work, field work, tests etc., are assessable. All work contributes towards success in the course and to the achievement of the outcomes specified in the syllabus.

| <i>60% of your assessment is based on the following common formal assessment tasks:</i> | | |
|---|------------------|--------------------------------|
| NATURE OF THE TASK | WEIGHTING | DATE OF TASK SUBMISSION |
| • Task 1: Practical Performance – Fitness | 10% | Term 1, Weeks 6 - 10 |
| • Task 2: Topic Test- Let's all get along | 10% | Term 2 Week 3 |
| • Task 3: Practical Performance - Invasion Games: Basketball | 20% | Term 3, 5 Weeks |
| • Task 4: Assignment- Healthy You, Healthy Me | 20% | Term 3, Week 8 |
| <i>40% of your assessment is based on continuous, formative tasks which include:</i> | | |
| COURSE ACTIVITY | WEIGHTING | DATE OF TASK SUBMISSION |
| • Class activities | 20% | Continuously during the term |
| • Practical performance | 20% | |

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Science

In Year 7, not every task is a formal assessment task, but every piece of work counts towards the grade achieved for your report. At the end of the year, a grade will be assigned to each student based on the combination of formal and informal assessment. A grade A, B, C, D or E will be allocated.

All class work, course work, practical work, field work, tests etc., are assessable. All work contributes towards success in the course and to the achievement of the outcomes specified in the syllabus.

| <i>60% of your assessment is based on the following common formal assessment tasks:</i> | | |
|---|------------------------|--------------------------------|
| NATURE OF THE TASK | WEIGHTING | DATE OF TASK SUBMISSION |
| • Task 1: Processing Skills task | 15% | Term 1, Week 9 |
| • Task 2: Research assignment | 20% | Term 3, Week 5 |
| • Task 3: Course Examination | 25% | Term 4, Week 2 |
| <i>40% of your assessment is based on continuous, formative tasks which include:</i> | | |
| COURSE ACTIVITY | WEIGHTING | DATE OF TASK SUBMISSION |
| • Practical | Collectively valued to | Continuously during the course |
| • Class Activities | 30% | |
| • Homework | 10% | |

Students need to refer to the ‘**Year 7 Assessment Guidelines, 2022**’ for full details.

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Technology Mandatory – (Industrial Arts)

In Year 7, not every task is a formal assessment task, but every piece of work counts towards the grade achieved for your report. At the end of the year, a grade will be assigned to each student based on the combination of formal and informal assessment. A grade A, B, C, D or E will be allocated.

All class work, course work, practical work, field work, tests etc., are assessable. All work contributes towards success in the course and to the achievement of the outcomes specified in the syllabus.

| <i>50% of your assessment is based on continuous formative tasks which include:</i> | | |
|---|------------------|--------------------------------|
| NATURE OF TASK | WEIGHTING | DATE OF TASK SUBMISSION |
| • Project 1: Wind Chime Project and folio | 20% | Ongoing (in class) |
| • Project 2: Crack the Code and folio | 20% | Ongoing (in class) |
| COURSE ACTIVITY | WEIGHTING | DATE OF TASK SUBMISSION |
| • Ongoing Work Health and Safety practices (Project 1 and 2) | 10% | Continuously during the course |
| | | |

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Technology Mandatory – (Home Economics)

In Year 7, not every task is a formal assessment task, but every piece of work counts towards the grade achieved for your report. At the end of the year, a grade will be assigned to each student based on the combination of formal and informal assessment. A grade A, B, C, D or E will be allocated.

All class work, course work, practical work, field work, tests etc., are assessable. All work contributes towards success in the course and to the achievement of the outcomes specified in the syllabus.

| <i>50% of your assessment is based on continuous formative tasks which include:</i> | | |
|---|------------------|--------------------------------|
| NATURE OF TASK | WEIGHTING | DATE OF TASK SUBMISSION |
| FORMAL TASKS | | |
| • Project 1: Ag/Food | 15% | Ongoing (in class) |
| • Project 2: Materials | 15% | Ongoing (in class) |
| COURSE ACTIVITY | WEIGHTING | DATE OF TASK SUBMISSION |
| • Classwork/Bookwork | 5% | Continuously during the course |
| • Topic Quiz | 10% | |
| • Ongoing Practical work | 5% | Continuously during the course |

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Visual Arts

In Year 7, not every task is a formal assessment task, but every piece of work counts towards the grade achieved for your report. At the end of the year, a grade will be assigned to each student based on the combination of formal and informal assessment. A grade A, B, C, D or E will be allocated.

All class work, course work, practical work, field work, tests etc., are assessable. All work contributes towards success in the course and to the achievement of the outcomes specified in the syllabus.

| <i>60% of your assessment is based on the following common formal assessment tasks:</i> | | |
|---|------------------|--|
| NATURE OF THE TASK | WEIGHTING | DATE OF TASK SUBMISSION |
| • Task 1: Drawing – Elements of Design | 20% | Term 1, Week 11 |
| • Task 2: Ceramics – Making Task | 20% | Term 2, Week 10; or Term 3, Week 10 |
| • Task 3: Printmaking – Making and Technology Task | 20% | Term 2, Week 10; or Term 3, Week 10 |
| <i>40% of your assessment is based on continuous, formative tasks which include:</i> | | |
| COURSE ACTIVITY | WEIGHTING | DATE OF TASK SUBMISSION |
| • Talent Quest Poster | 10% | Term 1 |
| • Visual Arts Process Diary Progress | 30% | Terms 1-4 |

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