



SYDNEY SECONDARY COLLEGE LEICHHARDT

YEAR 7 ASSESSMENT INFORMATION 2025



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INTRODUCTION

This Handbook includes the assessment schedules for each course of study which students are expected to complete.

Periodic assessment is an important way for students to demonstrate that they have successfully achieved the outcomes of the course being studied. Assessment tasks also allow teachers to find out where students are having problems with course work, concepts and skills so that interventions and explicit teaching can, if necessary, correct student misunderstanding.

All staff at the school will provide support for students in their learning and help inform decisions to overcome problems should they arise. There are some key staff that will have particular responsibilities and interest in the general well-being of students.

These include:

- Classroom Teachers
- Moomba Teachers (function as mentors)
- Head Teachers of all Faculties
- Year Advisers: Ms Tanya Zhou/ Ms Tessa Kearney
- Head Teacher Wellbeing: Ms Janine Ahie
- Deputy Principal Year 7: Mrs Sally Bury
- Head Teacher Learning and Enhancement: Ms Lisa Hartemink
- Aboriginal Education Officer: Ms Danielle Maslen
- Careers Adviser: Mr Huon Tran
- School Counsellors: Ms Kathy Hooper, Ms Libby Ahearn, Ms Jenny Zaman
- Student support officer: Ms Eloise Griffiths
- Principal: Mr Craig Marland

Students should feel confident to seek their advice and guidance should question or issues arise, or simply to clarify issues if uncertain.

Parents are also welcome to contact the school if they have concerns regarding their children's academic progress. For general concerns, please contact the Year Advisers. For concerns regarding a particular subject, please contact the Head Teacher of that subject. The Head Teacher's name is listed on the subject assessment schedule.

Principal

SSC Leichhardt Campus Assessment Policy

Assessment is the process of identifying, gathering and interpreting information about student achievement. Effective school based assessment:

- enables students to demonstrate what they know, understand and can do
- is inclusive of, and accessible for, all students
- is valid: there is clear alignment between the syllabus, the assessment activity and the criteria used to assess
- identifies strengths, misunderstandings and skills not yet mastered
- enables timely and relevant feedback about learning progress
- provides opportunities for students to reflect on feedback
- is regular, purposeful and integrated throughout teaching and learning
- informs goal setting for learning and teaching.

STANDARDS-REFERENCED ASSESSMENT

Standards-referenced assessment refers to the process of interpreting information about student learning in relation to standards. It is used to compare student performance to a standard with objective criteria rather than to the performance of other students. Standards-referenced assessment can provide meaningful feedback about student achievement and support consistent assessment and reporting.

What are standards?

A standards-referenced approach is used to assess and report student achievement in NSW. This approach comprises 2 components:

- syllabus outcomes and content describe what students are expected to learn
- how well students demonstrate achievement is described in performance standards such as the Common Grade Scale.

Syllabus outcomes are used by teachers to:

- plan and develop learning and assessment opportunities in relation to content
- assess student progress and achievement in relation to intended learning
- report student progress and achievement at key points in time.

Performance standards used to report student achievement in NSW include:

- Common Grade Scale (Years 1 to 10)
- Stage 5 Course Performance Descriptors (end of Year 10)
- Common Grade Scale for preliminary courses (Year 11)
- HSC Performance Band Descriptions (Year 12)
- achievement level descriptions (Year 12 English Studies, Mathematics Standard 1, and Numeracy).

Common Grade Scale Years 1 to 10

The Common Grade Scale shown below can be used to report student achievement in Years 1 to 10 in NSW schools.

The scale describes performance at each of the 5 grade levels.

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 few areas of the content and has achieved very limited competence in some of the processes and skills.

If teachers use the Common Grade Scale to report student achievement in Years 1-10:

- the full range of grades can be used at any point in time in relation to what has been taught
- the grade reported should reflect student achievement in relation to the syllabus outcomes for the relevant stage of learning
- students in the first year of a stage are not restricted to lower grades
- students do not need to be working beyond the syllabus for their stage to receive a grade A or B.

Types of assessment:

- **Assessment of Learning** (summative assessment) assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.
- **Assessment for Learning** (formative assessment) involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Usually occurs throughout the teaching and learning process to clarify student learning and understanding.
- **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 for new learning.

Sydney Secondary College Leichhardt Campus is expected to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding (level of achievement) of the outcomes in a range of different task types.
- ensure approaches to assessment are inclusive of all students.
- develop quality assessment tasks and well-constructed marking guidelines.
- provide effective feedback to students in relation to their strengths and weaknesses and areas for improvement.
- encourage students to take greater responsibility for their own learning.
- evaluate and refine teaching programs in response to student performance.
- report student achievement to various audiences including parents, employers and others, in ways that meet their needs.
- report assessments (satisfactorily completion and grades for Year 10) to the NSW Education Standards Authority NESA.

SSC Leichhardt Campus will develop:

- **assessment programs/schedules** that inform students of the
 - number of tasks
 - type of tasks
 - mark value/weighting
 - due dates
- **assessment notifications** generally at least two weeks' written notice that inform students of:
 - the scope of the assessment task
 - the form of the assessment task
 - the timing and duration of the task
 - the outcomes being assessed
 - the marking guidelines/criteria
- **malpractice procedures that inform students of**
 - what malpractice is
 - the penalty if malpractice is proven
- **procedures for maintaining secure records of all marks awarded for assessment tasks**
 - all marks to be stored in the faculty *Sentral* mark book
- **procedures for submission of assessments**
 - campuses may accept submissions using electronic systems such as MS Teams, OneNote, email or paper submissions. Technology failures will not be a valid excuse for late submission.
- **procedures for late submission and request for extension**
 - penalties will be imposed for late submissions of assessment tasks, if an Illness/Misadventure Application is not accepted by the campus/school. Parents will be informed in writing when a zero mark is awarded.
- **procedures for student absence from tasks and prolonged absences**
 - students will complete the task immediately on return to school at a time arranged with the head teacher/ classroom teacher
 - tasks will be completed, where possible, in isolation from the class cohort
 - in prolonged approved absence an estimate may be given
- **procedures for non-attempt, non-serious attempt and non-submission of an assessment task**
 - non-attempt concerns where there is no evidence of academic engagement with the task
 - non-serious attempt concerns where students write frivolous or objectionable material
 - non-submission concerns the failure to submit a task for marking
 - a zero mark will be awarded for non-attempt, non-serious attempt and non-submission of an assessment task
- **procedures for disability provisions**
 - **Principals** have the authority to decide on, and to implement, **disability provisions** for school-based assessment tasks including examinations. Provisions are provided to ensure that students with a disability are able to access and respond to a task. Campuses should consider implementing disability provisions based on recommendations from their Learning Support Team

MALPRACTICE

Any behaviour for the purpose of gaining an unfair advantage in the assessment process constitutes malpractice or cheating. This includes the use of AI platforms.

Malpractice is any attempt to gain an unfair advantage over other students.

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the [RoSA](#).

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice#acerule=n10_1_types_of_malpractice

Misrepresentation

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- making up journal entries for a project, and/or
- submitting falsified or altered documents, and/or
- referencing incorrect or non-existent sources, and/or
- contriving false explanations to explain work not handed in by the due date.

Plagiarism

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.

When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

Plagiarism includes but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own, and/or
- using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- building on the ideas or words of another person without appropriate acknowledgement, and/or
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- sharing answers to an assessment with other students, and/or
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- contract cheating by outsourcing work to a third party, and/or
- unauthorised use of artificial intelligence technologies.

PROCEDURES FOR MALPRACTICE, PLAGIARISM, NON-ATTEMPT, NON-SERIOUS ATTEMPT AND NON-SUBMISSION OF TASKS

The following text will be included in the 'additional information' (assessment policy) component of Year 7 assessment notifications.

Years 7-9

This is a formal assessment item. Absence due to illness, funeral, family situation, etc. must be supported by a medical certificate or appropriate documentation, presented to the Head Teacher on the first day of your return to school, irrespective of your timetable for this subject. You must be prepared to attempt the task on the first day of your return to school.

Penalties for unacceptable late submission and non-attempt of assessment are as follows: One day late- 10% of total mark; Two days late- 20% of total mark; Three days late- 30% of total mark; Four days late- 40% of total mark; Five days late- 50% of total mark; More than five days late- mark of zero. If the work has not been submitted after a week the student/s involved will re-attempt the task in order to meet course outcomes.

If plagiarism is evident an automatic mark of zero will be given and the student/s involved will re-attempt the assessment.

If the assessment is a serious non-attempt or non-attempt noted by both the Teacher and Head Teacher, the student will receive zero and will re-attempt the assessment in order to meet course outcomes. Any form of malpractice and misadventure will also result in parental contact by the respective teacher and student/s involved in the **malpractice may be further supported through the 'Leichhardt Way' behaviour support process.**

Any behaviour for the purpose of gaining an unfair advantage in the assessment process constitutes malpractice or cheating. This includes the use of AI platforms.

Technology issues is not generally accepted as a suitable excuse for late submission.

ASSESSMENT FOR LEARNING PRINCIPLES AND PRACTICES

At Sydney Secondary Leichhardt Campus, we have adopted the NESA Assessment for Learning Principles as the foundation for our assessment practice. It is the responsibility of all teachers at SSCL to familiarise themselves with this document and have a clear understanding of the practical implications for the development, design and preparation of any assessment tasks.

Formative and summative assessment practices give students an opportunity to demonstrate what they know, understand, and can do at a given point in time. These Assessment for Learning Principles and Practices must be incorporated into learning at SSCL. They underpin our belief that quality assessment is a critical part of the learning process.

The following Assessment for Learning Principles provide the criteria for judging the quality of assessment materials and practices:

- **Emphasises the interactions between learning and manageable assessment strategies that promote learning.** In practice this means:
 - Teachers reflect on the purposes of assessment and on their assessment strategies;
 - Assessment activities allow for demonstration of learning outcomes;
 - Assessment is embedded in learning activities and informs the planning of future learning activities;
 - Teachers use assessment to identify what a student can already do;
 - The quantity of assessment tasks should be sufficient to ensure that students can demonstrate what they know and can do, ensuring that we do not over assess;
 - Consideration must be given to the number of tasks students are required to complete at that time;
 - All assessment tasks MUST go to the Head Teacher for checking;
 - A minimum of two weeks' notification is required for all formal tasks;
 - Holiday breaks cannot be included as part of the (minimum) two-week assessment notification of time;
 - No task is to be undertaken or submitted in the week leading up to examinations (unless negotiated with all students in the course);
 - No task is to be undertaken or submitted in the week after holidays, unless there has been at least two weeks' notice prior to the holidays.

- **Clearly expresses for the students and teacher goals of the learning activity.** In practice this means:
 - Students understand the learning goals and the criteria that will be applied to judge the quality of their achievement;
 - The task must include the assessment criteria;
 - Students receive feedback that helps them make further progress;
 - Students to complete a submission cover sheet;
 - The task MUST be placed on the SSCL assessment proforma.

- **Reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark.** In practice this means:
 - Teachers use tasks that assess, and therefore encourage, deeper learning;
 - The assessment activity and criteria will allow for students to access all marking ranges;
 - Feedback is given in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement;
 - Assessment is an integral component of the teaching and learning process rather than being a separate activity;
 - Students to be awarded an A-E grade based on the standards and course performance descriptors (where applicable; marks are acceptable where applicable);
 - The task may include an explicit literacy and/or numeracy component where appropriate.

- **Provides ways for students to use feedback from assessment.** In practice this means:
 - Feedback is directed to the achievement of standards and away from comparisons with peers;
 - Feedback is clear and constructive about strengths and weaknesses;
 - Feedback is individualised and linked to opportunities for improvement;
 - Feedback must be timely, explicit, and constructive offering guidance for future improvement;
 - All tasks must be returned to students within two weeks from the date of submission. This does include school holidays, so a task submitted in the last week or term must be returned the first week of the next term.
- **Helps students take responsibility for their own learning.** In practice this means:
 - Assessment includes strategies for self and peer assessment emphasising the next steps needed for further learning;
 - A copy of the task must be uploaded onto OneNote on the day it is distributed.
- **Is inclusive of all learners.** In practice this means:
 - Assessment against standards provides opportunities for all learners to achieve their best;
 - Assessment activities are free of bias.

SSC Leichhardt Campus School Reports

To inform students, parents and caregivers of student progress, the school issues Semester One reports at the end of Term 2 and Semester Two reports at the end of Term 4.

In each subject, student progress will be indicated on the report in three ways.

1. Overall progress in a course is indicated by an Assessment Grade. This can be done by calculating course marks of student achievement by adding together the marks for the assessment tasks and teacher judgement using the course performance descriptors.
2. Progress in the learning outcomes will be indicated using the Course Performance Descriptors:

| Grade level | Course Performance Description |
|-------------|---|
| 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 few areas of the content and has achieved very limited competence in some of the processes and skills. |

3. Other information, including work habits, areas for improvement and how they can be achieved will be included in the teacher comment.

Student Progress Interviews will be held in the school hall on the following dates:

- Year 7 – 2 July 2025
- Year 8 – 19 June 2025
- Years 9 & 10 – 22 July 2025

Grade Point Average and College Learning Plan

In 2021 Sydney Secondary College implemented a College Learning Plan (CLP) to support all students to individually reflect on their academic progress, supporting students to set goals in identified areas of growth in response to their semester reports.

Students will be given a presentation in core class groups on their scheduled day to enable them to contextualise their report and complete a self reflection activity using their individual subject grades, 'Commitment to Learning' descriptors and teacher comments. A Grade point average will be calculated from the students semester one report grades for every subject.

After the initial presentation and self reflection the following MOOMBA period will have a coaching session with their Moomba teacher or a wellbeing team member to review the grade point average, set goals and strategies to achieve these goals. Student's grade point average, goals and strategies for success will be recorded in a College Learning Plan in Sentral and will facilitate an ongoing conversation for all students and teachers focused on student identified areas of improvement.

Students will be notified at school of the arrangements for each session.

Dates for College Learning Plan mentoring for Year 7 are:

Term 2 Week 9 – 25 June 2025

Term 3 Week 1 – 23 July 2025

Term 4 Weeks 9 and 10 – 10 and 17 December 2025



Sydney Secondary College
Balmain, Leichhardt,
Blackwattle Bay

Student Name: _____

Year: _____ Semester: _____

College Learning Plan
Student Reflection Sheet
Leichhardt Campus

1. My College Grade Average (CGA)

- Outstanding = A = 5 points
- High = B = 4 points
- Sound = C = 3 points
- Basic = D = 2 points
- Limited = E = 1 point

| Subject | Grade | Points |
|---|-------|--------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| Total number of points = | | |
| My CGA = <i>(total points ÷ number of subjects)</i> | | |

2. My areas of strength and areas for growth

| |
|--------------------------|
| Areas of strength |
| |
| Areas for growth |
| |

S **M** **A** **R** **T**

SPECIFIC **MEASURABLE** **ACHIEVABLE** **REALISTIC** **TIMEBOUND**

What do I want to accomplish? How will I know when it is accomplished? How can the goal be accomplished? Does this seem worthwhile? When can I accomplish this goal?

3. My 2 draft SMART goals for this Semester

| Draft goal #1 | Draft goal #2 |
|---------------|---------------|
| | |

SECTION BELOW IS TO BE COMPLETED DURING YOUR COACHING SESSION

| My SMART goals for Sem __, _____ | How I will achieve these |
|----------------------------------|--------------------------|
| 1. | |
| 2. | |



Assessment illness/misadventure form

This form must be submitted before 8.50am to the appropriate Head Teacher (for in class exams or hand in assessment tasks) or Deputy Principal (for formal end of year exams) **on the day you return to school** (email is acceptable). Please attach any supporting documentation, including medical certificate for illness. **This form is also available on the school website and in hard copy.**

Student name: _____ Year: _____

Subject and Class Teacher: _____

Title of task: _____

Original due date of task: _____

Applications may be in respect of (please select one option):

(A) **illness or injury** – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in an assessment (e.g., influenza, an asthma attack, a cut hand).

OR

(B) **misadventure** – that is, any other event beyond the student's control which allegedly affected the student's performance in an assessment (e.g., death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

Unacceptable grounds for appeal

The application process does **not** cover:

- attendance at a sporting or cultural event, or family holiday
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities.
- disabilities for which the school has already granted disability provisions, unless an unforeseen episode occurs during the assessment period (e.g., a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the Principal.

Note: A student who has suffered an injury such as a broken writing arm immediately before an assessment (e.g., test) will require careful consideration as the student generally will not have had sufficient time to practise with the provision(s) granted.

- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition immediately before or during an assessment period
- matters avoidable by the student (e.g., misreading of timetable; misinterpretation of examination paper).

Parent/caregiver signature: _____ Date: _____

Student signature: _____ Date: _____

This application process is as per NESA expectations and standards. This form, once completed, will be placed in the student's central file.

Head Teacher/Deputy Principal Use Only:

Supporting evidence (attached): Yes No

Special consideration accepted: Yes No

Action taken: _____

Head Teacher/Deputy Principal signature: _____ Date: _____

Task (tick box)

- Hand in
- In-Class task
- Examination period
- Speech/performance
- Other _____

Assessment planning calendar Term 1 2025

| Week | Due this week | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------|---------------|------------------------|------------------------|------------------------|--------------------|--------------------------|
| Week 2 3 Feb | | School Development Day | School Development Day | School Development Day | Day 1 all students | |
| Week 3 10 Feb | | | | | | |
| Week 4 17 Feb | | | | | | |
| Week 5 24 Feb | | | | | | |
| Week 6 3 Mar | | | | | | |
| Week 7 10 Mar | | | | | | |
| Week 8 17 Mar | | | | | | |
| Week 9 24 Mar | | | | | | |
| Week 10 31 Mar | | | | | | |
| Week 11 7 Apr | | | | | | School closes for Term 1 |

Assessment planning calendar Term 2 2025

| Week | Due this week | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------|----------------------|-------------------------|------------------------|------------------|-----------------|--------------------------|
| Week 1 28 Apr | | School Development Day | School Development Day | | | |
| Week 2 5 May | | | | | | |
| Week 3 12 May | | | | | | |
| Week 4 19 May | | | | | | |
| Week 5 26 May | | | | | | |
| Week 6 2 Jun | | | | | | |
| Week 7 9 Jun | | King's Birthday Holiday | | | | |
| Week 8 16 Jun | | | | | | |
| Week 9 23 Jun | | | | | | |
| Week 10 30 Jun | | | | | | School closes for Term 2 |

Assessment planning calendar Term 3 2025

| Week | Due this week | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------|---------------|------------------------|------------------------|-----------|----------|--------------------------|
| Week 1 21 Jul | | School Development Day | School Development Day | | | |
| Week 2 28 Jul | | | | | | |
| Week 3 04 Aug | | | | | | |
| Week 4 11 Aug | | | | | | |
| Week 5 18 Aug | | | | | | |
| Week 6 25 Aug | | | | | | |
| Week 7 01 Sep | | | | | | |
| Week 8 08 Sep | | | | | | |
| Week 9 15 Sep | | | | | | |
| Week 10 22 Sep | | | | | | School closes for Term 3 |

Assessment planning calendar Term 4 2025

| Week | Due this week | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------|---------------|--------|---------|-----------|----------|--------------------------|
| Week 1 13 Oct | | | | | | |
| Week 2 20 Oct | | | | | | |
| Week 3 27 Oct | | | | | | |
| Week 4 03 Nov | | | | | | |
| Week 5 10 Nov | | | | | | |
| Week 6 17 Nov | | | | | | |
| Week 7 24 Nov | | | | | | |
| Week 8 01 Dec | | | | | | |
| Week 9 08 Dec | | | | | | |
| Week 10 15 Dec | | | | | | School closes for Term 4 |

**YEAR 7 DRAMA
ENGLISH FACULTY
HT CONTACT: Ms Yasmin Bhamjee**

COURSE OUTLINE

Students explore the elements of drama within the context of play building. By the end of the course students will need to demonstrate the ability to:

- Make drama that explores a range of imagined and created situations in a collaborative drama and theatre environment.
- Perform devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience.
- Appreciate drama by describing the contribution of individuals and groups in drama using relevant drama terminology.

ASSESSMENT SCHEDULE

| | Task | Description | Weighting | Outcomes | Date |
|---|--|--|------------------|-------------------------|------------------|
| 1 | The elements of Drama and Fairy Tales | Students devise a short performance inspired by a fairy tale using performance techniques learnt in class. | 50% | 4.1.1 4.2.1 | Term 2 Week 4 |
| 2 | Physical Theatre and the Elements of Drama | Students devise a short performance set to music using elements of physical theatre learnt in class. | 50% | 4.1.2 4.1.3 4.2.3 | Term 3 Week 8 |

COURSE OUTCOMES

| Outcome | Description |
|----------------|--|
| 4.1.1 | identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action |
| 4.1.2 | improvises and play builds through group-devised processes |
| 4.1.3 | devises and enacts drama using scripted and unscripted material |
| 4.1.4 | explores a range of ways to structure dramatic work in collaboration with others. |
| 4.2.1 | uses performance skills to communicate dramatic meaning |
| 4.2.2 | experiments with performance spaces and production elements appropriate to purpose and audience |
| 4.2.3 | explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning. |
| 4.3.1 | identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama |
| 4.3.2 | recognises the function of drama and theatre in reflecting social and cultural aspects of human experience |

**YEAR 7 ENGLISH
ENGLISH FACULTY
HT CONTACT: Ms Yasmin Bhamjee**

COURSE OUTLINE

In Year 7, students learn to respond to a variety of texts critically, imaginatively and interpretively. They will also learn to construct their own texts with a focus on accuracy, clarity and cohesion. Students will take on roles as both composers and responders in English to discover how textual features and conventions of novels, plays, films, picture books, short stories and advertisements work to shape meaning for different audiences in different contexts. The English program balances explicit teaching of literacy with project based learning units to support the development of future focused skills such as collaboration, communication, creativity and critical thinking.

ASSESSMENT SCHEDULE

| | Task | Description | Weighting | Outcomes | Date |
|---|------------------------------------|---|------------------|--|-------------------|
| 1 | Creative Writing | In class assessment – students demonstrate understanding of intertextuality by appropriating and subverting the conventions of traditional fairy tales to create a new story with a moral for a modern teenage audience. | 30% | EN4-URB-01 EN4-ECA-01 EN4-URA-01 | Term 1 Week 11 |
| 2 | Speaking & Creative Representation | In class assessment – Part 1: Students create an original multimedia poem communicating a clear message which they present to the class. Part 2: Students provide a verbal analysis of their poem, its techniques and why they used them. | 40% | EN4-URA-01 EN4-ECB-01 EN4-URB-01 | Term 2 Week 8 |
| 3 | Persuasive Writing | In class assessment – Students write a persuasive argument in response to a novel studied in class | 30% | EN4-URA-01 EN4-URB-01 EN4-ECA-01 | Term 3 Week 7 |

COURSE OUTCOMES

| Outcome | Description |
|----------------|---|
| 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 |

**YEAR 7 GEOGRAPHY
HSIE FACULTY**

HT CONTACT: Ms Siobhan Christie (Rel.)

COURSE OUTLINE

In Year 7 Geography, students will explore the interconnected topics of Place and Liveability and Landscapes and Landforms. This course is designed to provide students with a comprehensive understanding of how the physical environment influences human activities and how various factors contribute to the liveability of different places.

The first unit, Place and Liveability, will focus on what makes a place desirable or liveable. Students will investigate the characteristics of different environments, including urban, rural, and remote areas. They will examine factors such as access to services, environmental quality, social connections, and economic opportunities, enabling them to understand the diverse experiences of people living in various settings.

The second unit, Landscapes and Landforms, will engage students in the study of the Earth's physical features, including mountains, valleys, plains, and coastlines. They will learn about the processes that shape these landscapes, the significance of landforms in human life, and the role of natural features in influencing cultural and economic activities. This unit will also encourage students to appreciate the beauty and diversity of the Earth's landscapes and consider environmental sustainability.

Students will develop geographical skills and knowledge that will enhance their understanding of their own communities and the world around them.

ASSESSMENT SCHEDULE

| | Task | Description | Weighting | Outcomes | Date |
|---|---|--|-------------------------------------|----------------------------------|------------------|
| 1 | Examination: In class | Place and Liveability Examination of geographical skills, knowledge and communication. | 60% (GK 25% GS 20% GC 15%) | GE4-1 GE4-2 GE4-4 GE4-8 | Term 2 Week 2 |
| 2 | Diorama: Physical submission of diorama and online submission of report | Landscapes and Landforms Create a diorama of a landscape and explain human impacts on the environment. | 40% (GK 15% GS 10% GC 15%) | GE4-2 GE4-3 GE4-7 GE4-8 | Term 2 Week 7 |

COURSE OUTCOMES

| Outcome | Description |
|----------------|---|
| 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 |

**YEAR 7 HISTORY
HSIE FACULTY
HT CONTACT: Ms Siobhan Christie (Rel.)**

COURSE OUTLINE

In Year 7 History, students will embark on an exciting journey through time. This course is designed to introduce students to the methodologies of historical inquiry, as well as the rich cultural, social, and political developments of these ancient civilisations.

The first unit, Investigating the Ancient Past, will equip students with essential historical skills and concepts. They will learn how to critically analyse sources, develop research questions, and understand the significance of archaeological evidence in studying history. Students will engage in hands-on activities to explore how historians gather and interpret information about ancient societies.

The second unit focuses on Ancient Egypt, where students will uncover the fascinating aspects of this remarkable civilisation. They will explore the significance of the Nile River, the structure of Egyptian society, religious beliefs, monumental architecture, and contributions to writing and art. This unit will emphasise the lasting legacy of Ancient Egypt on subsequent cultures and civilisations.

The final unit, Ancient China, will delve into the development of one of the world's oldest continuous civilisations. Students will examine the key dynasties, cultural practices, philosophical ideas, and innovations like the Great Wall and the Silk Road. They will also explore the impact of geography on the development of Chinese society.

Students will gain knowledge about these ancient civilisations and develop critical historical thinking skills that will serve them throughout their education.

ASSESSMENT SCHEDULE

| | Task | Description | Weighting | Outcomes | Date |
|---|---|--|-------------------------------------|---|-------------------|
| 1 | History Mystery Report: Online submission | Investigating the Ancient Past Students research a history mystery and use this research to complete the research scaffold and write a report that explains their history mystery. | 50% (HK 20% HK 15% HC 15%) | HT4-1 HT4-5 HT4-6 HT4-7 HT4-8 | Term 3 Week 6 |
| 2 | Examination: In class | Investigating the Ancient Past & Ancient Egypt Students will be assessed on their source analysis skills, understanding of content and communication skills. | 50% (HK 20% HS 15% HC 15%) | HT4-2 HT4-4 HT4-5 HT4-9 | Term 3 Week 10 |

COURSE OUTCOMES

| Outcome | Description |
|---------|---|
| 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 and 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 the 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 an understanding of the past |
| HT4-10 | Selects and uses appropriate oral, written, visual and digital forms to communicate about the past |

**YEAR 7 MATHEMATICS
MATHEMATICS FACULTY
HT CONTACT: Mr Mahmut Yanar**

COURSE OUTLINE

The aim of this course is for students to be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens. In class, students will solve problems in Number and Algebra, Measurement and Geometry, and Statistics and Probability. Teachers will highlight the connections between the areas of mathematics and other disciplines to foster students' appreciation of mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning.

ASSESSMENT SCHEDULE

| | Task | Description | Weighting | Outcomes | Date |
|-------------------|-------------------|--|------------------|---|---------------------------------|
| Semester 1 | | | | | |
| 1 | Maths Online | Online tasks to be completed on a weekly basis. | 10% | | Term 1 week 4 to Term 2 week 3 |
| 2 | Topic Tests 1 & 2 | - Whole Numbers - Positive and Negative Integers | 20% | MA4-IND-C-01 MA4-INT-C-01 | Term 1 Week 7 Term 1 week 10 |
| 3 | Semester 1 Exam | Examination based on topics studied during term 1 | 20% | MA4-ANG-C-01 MAO-WM-01 | Term 2 week 4 |
| Semester 2 | | | | | |
| 1 | Maths Online | Online tasks to be completed on a weekly basis | 10% | | Term 2 week 5 to Term 4 week 2 |
| 2 | Topic Tests 3 & 4 | - Geometry - Fractions and Percentages | 20% | MA4-GEO-C-01 MA4-FRC-C-01 | Term 2 week 8 Term 3 week 3 |
| 3 | Semester 2 Exax | Examination based on topics studied during terms 2 and 3 | 20% | MAO-WM-01 MA4-ALG-C-01 MA4-EQU-C-01 MA4-ARE-C-01 MA4-LIN-C-01 | Term 4 week 2 |

COURSE OUTCOMES

| Outcome | Description |
|----------------|--|
| MAO-WM-01 | Working mathematically: 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-INT-C-01 | compares, orders and calculates with integers to solve problem |
| MA4-ALG-C-01 | generalises number properties to operate with algebraic expressions including expansion and factorisation |
| MA4-LIN-C-01 | creates and displays number patterns and finds graphical solutions to problems involving linear relationships |
| MA4-ARE-C-01 | applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems |
| MA4-GEO-C-01 | identifies and applies the properties of triangles and quadrilaterals to solve problems |
| MA4-FRC-C-01 | represents and operates with fractions, decimals and percentages to solve problems |
| MA4-IND-C-01 | operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws |
| MA4-LEN-C-01 | applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems |
| MA4-VOL-C-01 | applies knowledge of volume and capacity to solve problems involving right prisms and cylinders |
| MA4-DAT-C-01 | classifies and displays data using a variety of graphical representations |
| MA4-RAT-C-01 | solves problems involving ratios and rates, and analyses distance–time graphs |
| 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-ANG-C-01 | applies angle relationships to solve problems, including those related to transversals on sets of parallel lines |
| MA4-DAT-C-02 | analyses simple datasets using measures of centre, range and shape of the data |
| MA4-PRO-C-01 | solves problems involving the probabilities of simple chance experiments |

**YEAR 7 MODERN LANGUAGES
LANGUAGES FACULTY
HT CONTACT: Ms Tasnim Khaleque (Rel.)**

COURSE OUTLINE

The *Modern Languages K–10 Syllabus* is organised as a framework that can be used to teach any modern language in New South Wales. A modern language refers to any language that is currently in use. Students learn to interact, understand and create texts in the target language; reflect on and understand their own and others' languages, cultures and identity and develop an interest in and enjoyment of language learning. In Year 7, language students engage in the semesterised study of French and Chinese to understand, interact and create in the target language in English as they become effective communicators by developing linguistic competency and intercultural capability.

ASSESSMENT SCHEDULE

| | Task | Description | Weighting | Date |
|---|--|--|------------------|------------------|
| 1 | Language Learning Rich task: Around the World in 80 Days Online Submission | Students explore a country where the target language is spoken and create a travel brochure. | 50% | Week 1 Term 2 |
| 2 | Language Learning Rich Task: My Cultural Cookbook Online Submission | Students investigate culinary traditions and create a personal cookbook featuring traditional recipes. | 50% | Week 1 Term 4 |

ASSESSMENT CRITERIA

- Understanding: Cultural insights through reading and responding to a range of texts.
- Creating: Creativity, clarity, and effectiveness of presentations and materials.
- Interacting: Quality of communication and engagement in the target language.

**YEAR 7 MUSIC 2025
CREATIVE & PERFORMING ARTS FACULTY
HT CONTACT: Mr James Raxworthy**

COURSE OUTLINE

Students will study the concepts of music through the learning experience of performing, composing and listening. Students will learn this within the context of sound sources and organising sound. Students extend their learning about music in the selected topics of: Environmental Music, Rhythm and Notation, The Orchestra and Music of Film, TV and Advertising.

- Performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques on classroom instruments and voices
- Composing as a means of self-expression, musical creation and problem solving using traditional and non-traditional notation
- Listening as a means of extending aural awareness and communicating ideas about music.

ASSESSMENT SCHEDULE

| | Task | Description | Weighting | Outcomes | Due Date Semesterised | Due Date Stretched |
|---|----------------|--|------------------|-----------------|--|---------------------------|
| 1 | Composition | In class: Compose a piece of music using a graphic score and perform the piece in a small ensemble. | 35% | 4.4, 4.5 4.1 | S1 Term 1 Week 6 S2 Term 3 Week 5 | Term 1 Week 9 |
| 2 | Performance | In class: Perform a selected piece of music from the keyboard booklet. | 30% | 4.3, 4.2 | S1 Term 1 Week 10 S2 Term 3 Week 10 | Term 2 Week 7 |
| 3 | Listening Test | In class: Listening test on the instruments of the orchestra and musical notation. | 35% | 4.8, 4.9 | S1 Term 2 Week 3 S2 Term 4 Week 3 | Term 3 Week 7 |

COURSE OUTCOMES

| Outcome | Description |
|----------------|---|
| 4.1 | performs in a range of musical styles demonstrating an understanding of musical concepts |
| 4.2 | performs music using different forms of notation and different types of technology across a broad range of musical styles |
| 4.3 | performs music demonstrating solo and/or ensemble awareness |
| 4.4 | demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing |
| 4.5 | notates compositions using traditional and/or non-traditional notation |
| 4.8 | demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire |
| 4.9 | demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study |

**YEAR 7 PDHPE
PDHPE FACULTY
HT CONTACT: Ms Lauren Williams (Rel.)**

COURSE OUTLINE

Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively.

The study of PDHPE provides students with the opportunity to enhance and develop resilience and connectedness and learn to interact respectfully with others. Through PDHPE students develop the skills to research, apply, appraise and critically analyse health and movement concepts to maintain and improve their health, safety, wellbeing and participation in physical activity. Students are provided with opportunities to learn to critique and challenge assumptions, attitudes, behaviours and stereotypes and evaluate a range of health-related sources, services and organisations. They develop a commitment to the qualities and characteristics that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice. Students practice, develop and refine the physical, cognitive, social and emotional skills that are important for engaging in movement and leading a healthy, safe and physically active life.

ASSESSMENT SCHEDULE

| | Task | Description | Weighting | Outcomes | Date |
|---|--------------------------|--|------------------|-----------------------|-------------------|
| 1 | Written presentation | Online Submission - Challenges @ High School written reflection | 30% | PD4-1, PD4-2, PD4-9 | Term 1 Week 10 |
| 2 | Movement and performance | In class - Design, choreograph and performance routine | 30% | PD4-4, PD4-10, PD4-11 | Term 2 Week 8 |
| 3 | Multimodal Presentation | Online Submission - What is Health Multimodal Presentation | 40% | PD4-7, PD4-8 | Term 3 Week 9 |

COURSE OUTCOMES

| Outcome | Description | A student: |
|----------------|---|------------|
| 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. | |

**YEAR 7 SCIENCE
SCIENCE FACULTY
HT CONTACT: Ms Ellisa Dillera (Rel.)**

COURSE OUTLINE

The aim of the Year 7 program is to develop students':

- interest in and enthusiasm for science, as well as an appreciation of its role in finding solutions to contemporary science related problems and issues.
- knowledge, understanding of and skills in applying the processes of Working Scientifically
- knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science.

ASSESSMENT SCHEDULE

| | Task | Description | Weighting | Outcomes | Date |
|---|-------------------------------|--|------------------|--|------------------|
| 1 | Coffee Cups Depth Study | Independent practical investigation focusing on lab skills and the scientific method. In-class, hard copy task. | 35% | SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS | Term 1 Week 9 |
| 2 | Energy Efficiency ProBL | Group project-based learning task designing an energy efficient home. Online portfolio submission and hand in diorama. | 30% | SC4-5WS, SC4-7WS, SC4-9WS, SC4-11PW | Term 3 Week 7 |
| 3 | Yearly Exam | Examination assessing skills and content from Term One, Two and Three. In-class, hard copy exam. | 35% | SC4-8WS, SC4-9WS, SC4-14LW, SC4-16CW, SC4-11PW | Term 4 Week 2 |

COURSE OUTCOMES

| Outcome | Description |
|----------------|--|
| 4WS | identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge |
| 5WS | collaboratively and individually produces a plan to investigate questions and problems |
| 6WS | follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually |
| 7WS | processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions |
| 8WS | selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems |
| 9WS | presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations |
| 10PW | describes the action of unbalanced forces in everyday situations |
| 11PW | discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations |
| 12ES | describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system |
| 13ES | explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management |
| 14LW | relates the structure & function of living things to their classification, survival & reproduction |
| 15LW | explains how new biological evidence changes people's understanding of the world |
| 16CW | describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles |
| 17CW | explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life |

**YEAR 7 TECHNOLOGY AND APPLIED STUDIES
TAS FACULTY
HT CONTACT: Ms Trish Johnson**

COURSE OUTLINE

During the year students will be engaged in the Digital Technologies **(DT)** and Engineering Technologies and Systems **(ES)** units. In **DT**, students will develop coding skills then individually design and code a small, smart home. They document their learning in a Small and Smart Folio. In **ES**, students will learn about engineering principles by making a mechanical pinball machine from timber. They document their learning in an Engineering Folio.

All students will be given the opportunity to demonstrate their learning by completing a group project where they make a model of a Small and Smart Home **(DT)** or a Mechanical Pinball Machine **(ES)**.

**** Fully enclosed black leather school shoes must be worn for practical lessons**

ASSESSMENT SCHEDULE

| | Task | Description | Weighting | Outcomes | Date |
|---|--------------|---|------------------|--|-------------------|
| 1 | Quiz | Coding Quiz (DT) or Workshop Safety Quiz (ES) | 10% | TE4-DIG-02 TE4-SAF-01 | Term 1 Week 6 |
| 2 | Presentation | Showcase Folio (DT) or Engineering Folio (ES) | 40% | TE4-DES-01, TE4-PPM-01, TE4-MSC-01 | Term 2 Week 2 |
| 3 | Quiz | Coding Quiz (DT) or Workshop Safety Quiz (ES) | 10% | TE4-DIG-02 TE4-SAF-01 | Term 3 Week 5 |
| 4 | Presentation | Showcase Folio (DT) or Engineering Folio (ES) | 40% | TE4-DES-01, TE4-PPM-01, TE4-MSC-01 | Term 3 Week 10 |

COURSE OUTCOMES

| Outcome | Description |
|----------------|--|
| TE4-DIG-01 | demonstrates technological literacy to safely interact in digital environments |
| TE4-DIG-02 | uses data and digital systems to code, design and produce projects |
| TE4-SAF-01 | selects and safely uses tools, materials, technologies and processes |
| TE4-DES-01 | communicates and evaluates design ideas and solutions |
| TE4-PDP-01 | describes the practices and processes of designers and producers |
| TE4-MSC-01 | explains how materials, systems and components contribute to solutions |
| TE4-PPM-01 | applies processes in the planning, management and production of projects |

YEAR 7 VISUAL ARTS 2025
 CREATIVE & PERFORMING ARTS FACULTY
 HT CONTACT: Mr James Raxworthy

COURSE OUTLINE

Students will develop their learning about visual arts through critical and historical study as well as making artworks. They will study artworks using the frames, structural, subjective, cultural and post-modern and the conceptual framework.

Students are required to document their art making and art study in their visual arts process diary. Extend their learning about visual arts through critical and historical study as well as making artworks.

ASSESSMENT SCHEDULE

| | Task | Description | Weighting | Outcomes | Due Date Semesterised | Due Date Stretched |
|---|---|--|-----------|-----------|---|--------------------|
| 1 | Elements of Art and Design | Hand in: Artists' Practice tasks that support learning and understanding of the elements of art and design via <i>The Scream</i> | 30% | 4.1, 4.6 | S1: Term 1 Week 6 S2: Term 3 Week 6 | Term 2 Week 3 |
| 2 | Research Assignment on Conceptual Framework | Online Submission: Research task on studying art related to the Conceptual Framework agencies of artist – artwork – audience – world. | 35% | 4.8, 4.10 | S1: Term 1 Week 9 S2: Term 3 Week 10 | Term 2 Week 9 |
| 3 | The Frames portrait | Hand in: Practical task that support learning and understanding of the frames , through the lens of portraiture | 35% | 4.3, 4.4 | S1: Term 2 Week 2 S2: Term 4 Week 2 | Term 3 Week 8 |

Each term students submit their art making tasks and visual arts process diary for assessment.

COURSE OUTCOMES

| Outcome | Description |
|---------|---|
| 4.1 | uses a range of strategies to explore different artmaking conventions and procedures to make artworks |
| 4.3 | makes artwork 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 |
| 4.6 | selects different materials and techniques to make artworks |
| 4.8 | explores the function of and relationships between the artist – artwork – world – audience |
| 4.10 | recognises that art criticism and art history construct meanings |



Sydney Secondary College

Leichhardt Balmain Blackwattle Bay

A comprehensive, coeducational
multi-campus college with a selective stream

210 Balmain Road, Leichhardt 2040

E: leichhardt-h.school@det.nsw.edu.au

P: 9560 2355