

Robert Townson High School

2024

Year 7

Internal Assessment School Policy & Subject Guidelines

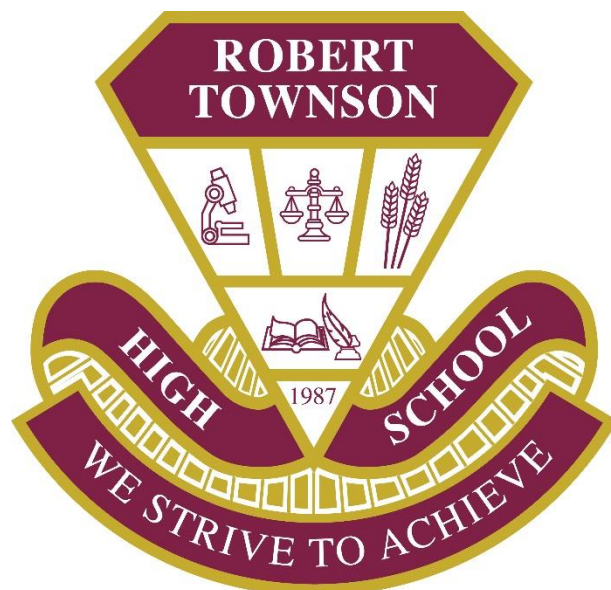


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Introduction

This booklet will assist Year 7 students and their parents/carers to understand the school-based assessment requirements in 2024. Outlined in this booklet is the school's assessment policy and information about the responsibilities of the school, faculties and students when completing course assessment.

Year 7 students will complete a range of assessments in 2024 including formal assessment tasks and a range of ongoing, continuous assessment completed as part of their learning in each subject.

We encourage students and parents to read this booklet carefully to ensure they are aware of procedures for:

- Missing an assessment task due to illness or personal circumstances.
- Submitting an assessment task late (i.e. after the due date)
- Not making a serious attempt during an assessment task
- Disrupting an assessment task
- Copying someone else's work and submitting it as your own

We encourage all students to complete work by the due date, including homework tasks issued by their classroom teachers. This will help students to develop skills in organisation and time management.

If a student is experiencing difficulty completing a task, they are encouraged to talk to their classroom teacher before the due date to seek assistance. Alternatively, parents/carers are also able to contact their child's teacher.

The school Homework Centre also operates each Wednesday and Thursday afternoon, from 3.00pm to 4.30pm. All students have the opportunity to attend and receive one-on-one assistance from our dedicated teaching staff.

Students will receive a copy of this booklet at the start of term. A copy of this booklet is also available on the school's website, should the paper copy be misplaced.

If additional questions arise or support for a student is required throughout the year, we encourage parents/carers to contact the school on 02 9824 7777:

Deputy Principal – Year 7	Mr Stephen Fryirs
Year 7 Advisor	Ms Victoria Nicholson

Purpose of Assessment

Year 7 students will complete assessment tasks as part of their studies in each subject. Assessment allows students to show their knowledge and understanding in a variety of ways and reflects both their achievement and improvement over time.

Students' marks are to be tallied at the end of each semester or rotation, and a final mark for each course out of 100 is determined for reporting purposes each semester.

This mark is then used to assign grades on student reports using the following grade distribution table as a guide.

A	85-100
B	70-84
C	45-69
D	30-44
E	0-29

School Responsibilities

1. Each faculty will set a maximum number of four assessment tasks for their subject that are outlined to students at the start of the year in the Year 7 Assessment Booklet. Written notification of each specific task is provided to students by teachers at least a fortnight before the task. This notification will explain what the task involves, the weighting of the task, due date and details on how the task will be marked (marking criteria).
2. Class work may also be used for assessment purposes and could include informal class tasks, homework tasks, exercises, and collaborative/group work. It should not include marks for neatness of bookwork, marks based on student attendance and observation/participation marks.
3. Assessment tasks will be returned to students with marks and feedback once a task has been completed. This will be within a two-week period and could include marker's notes, oral feedback, and individual written feedback.
4. For speaking, performance and presentation tasks, individuals/groups will be selected at random to set the order of presentation. All students should be prepared to present on the first day of the task to ensure fairness.

5. If a student is concerned about a mark they have received, they should speak to the teacher who marked the task. If there is still concern, the head teacher of the subject should be approached. If the issue cannot be resolved, the student can appeal to the relevant deputy principal for review.
6. Parents/carers will be informed in writing by the school if their child receives a zero mark in an assessment task or exam, clearly explaining the reasons for the mark of zero. Letters of concern may also be sent if a student is not submitting work or is causing concern in the classroom.

Faculty Responsibilities

1. Provide students with an assessment task outline at least two weeks before the task due date, using the school-wide assessment task proforma. This will include details such as task description, weighting, outcomes assessed, a marking rubric and a due date. It should clearly explain what students are required to do to demonstrate their learning.
2. All students should sign for receipt of assessment tasks on the assessment task record sheet. A hard copy should be retained by each faculty.
3. If a due date is changed, faculties will inform students in writing. The new date must still adhere to the two weeks' notice timeframe.
4. Notify parents of zero marks or other concerns with a student's assessment task within two weeks of the task. e.g. copying another student's work, disruption of an task.
5. Ensure consistency and fairness in the assessment task process. Teachers are not to arrange for students to complete tasks early due to vacation/holiday leave or estimate marks in these situations.
6. Retain a student sample (low/mid/high) for each formal assessment task:
 - Common/Year Tasks - 3 samples of each range
 - Class/Small Cohort Tasks – 1 sample of each range
7. It is the head teacher's responsibility to ensure task dates are set in Term 1 and added to the school calendar on Sentral. Failure to submit tasks dates may result in tasks being unable to run on preferred date due to calendar clashes.
8. All tasks should be based on the skills and content that has been explicitly taught and developed in class. All tasks should have clear links to course outcomes that are also reflected in faculty teaching programs and registers.
9. It is the head teachers' responsibility to oversee the review of assessment tasks each year to ensure their academic rigour and currency with NESA requirements.

Student Responsibilities

1. Students absent from assessment tasks completed in class on a due date will receive zero marks unless they have a medical illness or an extenuating personal circumstance. If a student misses a task, they should complete the forms provided in this booklet and submit them to the head teacher of the subject the next day at school.
2. If a student misses an assessment task, they should be prepared to sit the task on the day they return to school. If a student's reason for absence is accepted, then the head teacher may set the same task (provided that this does not disadvantage other students) or set an alternate task. In exceptional circumstances, the principal or deputy principal may direct that an estimate be given.
3. If an assessment task involves handing in an assignment/task, students must hand this on the due date at the start of the timetabled period. If a student submits a task late, without a request for special consideration, they will lose marks:

1 day late	10% mark deduction
2 days late	20% mark deduction
3 days late	30% mark deduction
4 days late	40% mark deduction
5 days late	50% mark deduction
After 5 days	A mark of zero is awarded

4. Students who anticipate that they will be absent on the date of a task (e.g. when involved in representative sport, religious holiday, festival etc.) must notify their teacher at least three days in advance, in writing, countersigned by a parent or guardian. If the student misses a task because of a participation in a school program or medical reason, a request for special consideration must be submitted.
5. Students absent for long periods due to illness for exams or assessment tasks should ring the school, and then submit a completed request for special consideration with a medical certificate to the front office.
6. In exceptional circumstances of medical or family emergencies, and where documentation is provided, a student may apply for an extension through the 'Request for Special Consideration' form.
7. Vacation leave **is not** considered exempt leave by the Department of Education, Students who are absent from an in-class task will receive zero marks. Any assignments must be submitted before the student leaves or a mark of zero will also be awarded.

8. Students must ensure work submitted is their own, original work. If working in a group this must be the group's original work. No student should copy another student's work, ask another student to complete a task for them or present work they obtain from external sources as their own e.g. tutor's work, artificial intelligence software, internet, past student work. Students who do so will receive a mark of zero. If this occurs, parents will be notified via a letter of concern.
9. Students must behave appropriately during assessment tasks and exams and follow teacher instructions. Using mobile phones, disrupting others and cheating will be referred to the head teacher who may award a mark of zero.
10. Students must make a serious attempt at all tasks. This means:
 - attempting the majority of questions and sections of an exam paper/task
 - avoiding inappropriate, off task comments and/or drawings.
11. Teachers will inform absent students of assessment information, but students who are absent when assessment information is handed out are responsible for finding out that information.

Course Assessment Information

**The following pages contain assessment information for each subject studied
at Robert Townson High School
in Year 7**

Year 7 English – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	Genre Study - Fantasy	Term 3 2024	Words Around the World
Term 2 2024	Novel Study – Finding My Place	Term 4 2024	Made You Look!

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Genre Study - Fantasy	Finding My Place	Words Around the World	Made You Look!
		Creative Writing and Reflection	Listening task	Multimodal task	Short Answer task
		Term 1, Week 8	Term 2, Week 4	Term 3, Week 8	Term 4, Week 4
Speaking	15%	-	-	15%	-
Reading	20%	-	-	5%	15%
Writing	30%	20%	-	5%	5%
Listening	15%	-	15%	-	-
Viewing	10%	5%	5%	-	-
Representing	10%	5%	-	5%	-
Total Marks	100%	30%	20%	30%	20%
Outcomes		EN4-RVL-01, EN4-ECB-01 <i>Life Skills- ENLS-RVL-01, ENLS-RVL-02, ENLS-EIP-03</i>	EN4-URA-01, EN4-URB-01 <i>Life Skills- ENLS-URA-01, ENLS-URT-01</i>	EN4-URB-01, EN4-URC-01, EN4-ECA-01 <i>Life Skills- ENLS-URT-02, ENLS-URT-03, ENLS-EIP-01, ENLS-EIP-02</i>	EN4-RVL-01, EN4-URC-01 <i>Life Skills-ENLS-RVL-01, ENLS-RVL-02, ENLS-URT-03</i>

Syllabus Outcomes

- 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 – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit
Term 1 or 3 2024	Landscapes and Landforms
Term 2 or 4 2024	Places and Livability

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3
		All Topics	Landscapes and Landforms	Places and Livability
		In Class Continuous Formative	Research Task	Final Examination
		Throughout the course (Terms 1-2 or Terms 3-4)	Week 8, Term 1 Week 8, Term 3	Term 2 or 4 as per school examination calendar
Knowledge and understanding	50%	20%	20%	10%
Geographical Inquiry and Skills	50%	20%	10%	20%
Total Marks	100%	40%	30%	30%
Outcomes		GE4-1, GE4-2, GE4-3, GE4-4, GE4-5, GE4-7 & GE4-8 GELS-1, GELS-2, GELS-3, GELS-4, GELS-5, GELS-7 & GELS-8	GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8 GELS-1, GELS-2, GELS-3, GELS-5, GELS-7 & GELS-8	GE4-1, GE4-2, GE4-3, GE4-4, GE4-5, GE4-7 & GE4-8 GELS-1, GELS-2, GELS-3, GELS-4, GELS-5, GELS-7 & GELS-8

Syllabus Outcomes

- GE4-1** Locates and describes the diverse features and characteristics of a range of places and environments
- GE4-2** Describes processes and influences that form and transform places and environments
- GE4-3** Explains how interactions and connections between people, places and environments result in change
- GE4-4** Examines perspectives of people and organisations on a range of geographical issues
- GE4-5** Discusses management of places and environments for their sustainability
- GE4-6** Explains differences in human wellbeing
- GE4-7** Acquires and processes geographical information by selecting and using geographical tools for inquiry
- GE4-8** Communicates geographical information using a variety of strategies

Year 7 History – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit
Term 1 or 3 2024	Overview and Depth Study 4: The Western and Islamic World – The Vikings & Depth Study 6: Expanding Conflicts – The Spanish Conquest of the Americas
Term 2 or 4 2024	Depth Study 6: Expanding Conflicts – The Spanish Conquest of the Americas & Depth Study 5: The Asia-Pacific World – Japan under the Shoguns

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3
		All Topics	Depth Studies 4-6	Depth Study 6
		In Class Continuous Formative Assessment	Research Assignment	Final Examination – Historical Skills
		Throughout the course (Terms 1-2 or Terms 3-4)	Week 5, Term 1 or 3	Term 2 or 4 as per school examination calendar
Historical knowledge and understanding	40%	20%	5%	15%
Skills to undertake historical inquiry	40%	10%	20%	10%
Communication of historical understanding	20%	10%	5%	5%
Total Marks	100%	40%	30%	30%
Outcomes		HT4-2, HT4-3, HT4-4, HT4-5, HT4-6, HT4-7, HT4-8, HT4-9 & HT4-10 HTLS-2, HTLS-3, HTLS-4, HTLS-5, HTLS-6, HTLS-7, HTLS-8, HTLS-9, HTLS-10, HTLS-11, HTLS-12 & HTLS-13	HT4-2, HT4-3, HT4-6, HT4-8, HT4.9, HT4.10 HTLS-3, HTLS-4, HTLS-4, HTLS-5, HTLS-8, HTLS-10, HTLS-11, HTLS-12 & HTLS-13	HT4-2, HT4-3, HT4-4, HT4-6, HT4-7 & HT4.10 HTLS-2, HTLS-3, HTLS-4, HTLS-5, HTLS-6, HTLS-8, HTLS-9 & HTLS-13

Syllabus Outcomes

- HT4-1** Describes the nature of history and archaeology and explains their contribution to an understanding of the past
- HT4-2** Describes major periods of historical time and sequences events, people 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 Language – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	U1, U2	Term 3 2024	U4, U6, U7
Term 2 2024	U3, U4, U5	Term 4 2024	U7, U8

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Unit 1: Self Introduction Unit 2: Countries and Nationalities	Unit 3: Numbers Unit 4: Family Unit 5: Pets	Unit 5: Pets Unit 6: Food Unit 7: Hobbies	Unit 7: Hobbies Unit 8: Sport
		To be confirmed	To be confirmed	To be confirmed	To be confirmed
		Week 8	Week 8	Week 8	Week 6
Interacting	30%	-	-	30%	-
Understanding Texts	40%	20%	-	-	20%
Creating Texts	30%	-	20%	-	10%
Total Marks	100%	20%	20%	30%	30%
Outcomes		ML4-UND-01	ML4-CRT-01	ML4-INT-01	ML4-UND-01 ML4-CRT-01

Syllabus Outcomes

ML4-INT-01: exchanges information and opinions in a range of familiar contexts by using culturally appropriate language

ML4-UND-01: interprets and responds to information, opinions and ideas in texts to demonstrate understanding

ML4-CRT-01: creates a range of texts for familiar communicative purposes by using culturally appropriate language

Year 7 Mathematics – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	1. Probability 2. Data Collection 3. Data Representation	Term 3 2024	6. Multiplicative Thinking 7. Angles
Term 2 2024	4. Computation with Integers 5. Fractions, Decimals and Percentages	Term 4 2024	8. Lengths and Perimeter 9. Area 10. Volume

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4	Formative Assessments
		Probability, Data Collection and Data Representation	Computation with Integers, Fractions, Decimals and Percentages	Multiplicative Thinking Angles	Algebra, Length and Perimeter	All topics
		Assessment Task 1 - In class examination Term 1, Week 9	Assessment Task 2 - In class examination Term 2, Week 5	Assessment Task 3 - In class examination Term 3, Week 9	Assessment Task 4 – In class examination Term 4, Week 6	Topic Tests/ In class assignments/ Online Quizzes/Bookwork Throughout the year
Outcomes		MAO-WM-01, MA4-FRC-C-01, MA4-PRO-C-01, MA4-DAT-C-01, (MA4-DAT-C-02)	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, MA4-IND-C-01	MAO-WM-01, MA4-ANG-C-01, MA4-GEO-C-0, MA4-FRC-C-01, MA4-ALG-C-01, MA4-LEN-C-01, MA4-ARE-C-01, MA4-RAT-C-01	All
Total Marks	100%	20%	20%	20%	20%	20%

Syllabus Outcomes

MAO-WM-01	Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA4-PRO-C-01	Solves problems involving the probabilities of simple chance experiments
MA4-DAT-C-01	Classifies and displays data using a variety of graphical representations
MA4-INT	Compares, orders and calculates with integers to solve problems
MA4-FRC	Represents and operates with fractions, decimals and percentages to solve problems
MA4-LIN-C-01	Creates and displays number patterns
MA4-IND-C-01	Uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-ALG-C-01	Generalises number properties to operate with algebraic expressions
MA4-VOL-C-01	Applies knowledge of volume and capacity to solve problems involving right prisms and cylinders
MA4-GEO-C-01	Identifies and applies the properties of triangles and quadrilaterals to solve problems
MA4-ARE-C-01	Applies knowledge of area and composite area involving triangles, quadrilaterals
MA4-ANG-C-01	Applies angle relationships to solve problems, including those related to transversals on sets of parallel lines

Year 7 Personal Development, Health & Physical Education (PDHPE) – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	Get moving (Theory) + Court Games (Practical)	Term 3 2024	Growing and changing (Theory) + Striking Games (Practical)
Term 2 2024	Relationships (Theory) + Team Games (Practical)	Term 4 2024	Managing Safety & Risk (Theory) + Individual Games (Practical)

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Get moving	Court Games	Growing and changing	Striking Games
		Website Design	Practical Assessments	Topic Test	Practical Assessments
		Term 1 – Week 10	Term 2 – Week 5	Term 3 – Week 10	Term 4 – Week 5
Knowledge & understanding	40%	15%	5%	15%	5%
Skills	40%	5%	15%	5%	15%
Values and Attitudes	20%	5%	5%	5%	5%
Total Marks	100%	25%	25%	25%	25%
Outcomes		PD4-1, PD4-2, PD4-3, PD4-7, PD4-9	PD4-4, PD4-5, PD4-10, PD4-11	PD4-1, PD4-2, PD4-3, PD4-7, PD4-9	PD4-4, PD4-5, PD4-10, PD4-11

Stage 4 Syllabus Outcomes

- 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 – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	Science Rulz, What's the Matter	Term 3 2024	Mix it up, Classification
Term 2 2024	Energize me	Term 4 2024	Web of Life

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4	Task 5
		Working Scientifically Skills	Topics 1 & 2	Working Scientifically Skills	Topics 3,4 & 5	All topics
		Practical Test	Half Yearly Examination	Assignment	Yearly Examination	Science Skills and Homework
		Term 1, Week 7	Term 2, Week 5	Term 3, Week 8	Term 4, Week 5	All terms
Knowledge and Understanding in Science	50%	2.5%	15%	2.5%	15%	15%
Skills in Working Scientifically	50%	12.5%	5%	12.5%	5%	15%
Total Marks	100%	15%	20%	15%	20%	30%
Outcomes		WS5, WS6, WS7	PW3, PW4, WS4, WS5, WS7, WS8, WS9	LW1, CW1, CW2, CW3, WS5, WS8, WS9	LW1, CW1, CW2, CW3, WS4, WS5, WS7, WS8, WS9	PW3, PW4, LW1, CW1, CW2, CW3, WS7, WS9

Syllabus Outcomes

- SC4-4WS** Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
- SC4-5WS** Collaboratively and individually produces a plan to investigate questions and problems
- SC4-6WS** Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
- SC4-7WS** Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
- SC4-8WS** Selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
- SC4-9WS** Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
- SC4-10PW** Describes the action of unbalanced forces in everyday situations
- SC5-10PW** Applies models, theories and laws to explain situations involving energy, force and motion
- SC4-11PW** Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
- SC5-11PW** Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
- SC4-12ES** Describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system

- SC4-13ES** 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
- SC4-14LW** Relates the structure and function of living things to their classification, survival and reproduction
- SC4-15LW** Explains how new biological evidence changes people's understanding of the world
- SC4-16CW** Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
- SC4-17CW** 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 Mandatory – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term 1-4 2024	Module/Unit	Term 1-4 2024	Module/Unit
Rotation 1	Home Economics	Rotation 2	Industrial Arts
	E Textiles Mixed Materials/ Digital Technologies Students will design and create a plush toy monster with soft-circuits and a working electronic circuit. Students will also complete an electronic design portfolio, following the design process.		My Boom Box Digital Technologies/ Mixed Materials Students will design and create a boom box using timber. They will also use Adobe Illustrator to design a personalised label for the box. Students will also complete an electronic design portfolio, following the design process.

Assessment Overview

Components	Weighting (%)	Home Economics		Industrial Arts	
		Task 1	Task 2	Task 1	Task 2
		Design and create an electronic plush toy monster		Design and create a Boom Box	
		Electronic Portfolio	Practical Project	Electronic Portfolio	Practical Project
		Term 2, Week 8 (Rotation 1) Term 4, Week 8 (Rotation 2)		Term 2, Week 8 (Rotation 1) Term 4, Week 8 (Rotation 2)	
Design and Production Skills	50%	5%	20%	5%	20%
Knowledge & Understanding	50%	15%	10%	15%	10%
Total Marks	100%	20%	30%	20%	30%
Outcomes		TE4-1DP, TE4- 2DP TE4-3DP, TE4- 9MA, TE4-10TS	TE4- 2DP, TE4-3DP, TE4- 9MA	TE4-1DP, TE4- 2DP TE4- 3DP, TE4- 9MA, TE4-10TS	TE4- 2DP, TE4-3DP, TE4- 9MA

Syllabus Outcomes

- TE4-1DP** Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
- TE4-2DP** Plans and manages the production of designed solutions
- TE4-3DP** Selects and safely applies a broad range of tools, materials and processes in the production of quality projects
- TE4-4DP** Designs algorithms for digital solutions and implements them in a general-purpose programming language
- TE4-5AG** Investigates how food and fibre are produced in managed environments
- TE4-6FO** Explains how the characteristics and properties of food determine preparation techniques for healthy eating
- TE4-7DI** Explains how data is represented in digital systems and transmitted in networks
- TE4-8EN** Explains how force, motion and energy are used in engineered systems
- TE4-9MA** Investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
- TE4-10TS** Explains how people in technology related professions contribute to society now and into the future

Year 7 Visual Arts– 2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	2D Artwork / Line and Colour	Term 3 2024	Printmaking/ Tone and Texture
Term 2 2024	3D Artwork/ Form	Term 4 2024	Mixed Media/ Space

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		2D Artwork/ Line and Colour	3D Artwork/ Form	Printmaking/ Tone and Texture	Mixed Media/ Space
		Practical Task	Practical Task and Descriptive writing	Practical and Research Task	Practical Task
		Term 1, Week 8	Term 2, Week 8	Term 3, Week 7	Term 4, Week 7
Making/ Visual Arts Process Diary	70%	20%	15%	15%	20%
Critical/ Historical Studies	30%	-	15%	15%	-
Total Marks	100%	20%	30%	30%	20%
Outcomes		4.1, 4.4, 4.6	4.2, 4.5, 4.8	4.7, 4.8, 4.9, 4.10	4.3, 4.6

Syllabus Outcomes

Making

- 4.1 **Practice** uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 4.2 **Conceptual framework** explores the function of and relationships between artist – artwork – world – audience
- 4.3 **Frames** makes artworks that involve some understanding of the frames
- 4.4 **Representation** recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 4.5 **Conceptual strength and meaning:** investigates ways to develop meaning in their artwork
- 4.6 Selects different materials and techniques to make artworks

Critical and Historical Studies

- 4.7 **Practice** explores aspects of practice in critical and historical interpretations of art
- 4.8 **Conceptual Framework** explores the function of and relationships between the artist – artwork – world – audience
- 4.9 **Frames** begins to acknowledge that art can be interpreted from different points of view
- 4.10 **Representation** recognises that art criticism and art history construct meanings

Year 7 Visual Arts 7N Only– 2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	2D Art Work	Term 3 2024	Printmaking
Term 2 2024	3D Artwork	Term 4 2024	Mixed Media

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		2D Artwork	3D Artwork	Printmaking	Mixed Media
		Practical and Written task	Practical task	Practical and written task	Practical task
		Week 10, Term 1	Week 8 Term 2	Week 8 Term 3	Week 7, Term 4
Making/ Visual Arts Diary	70%	20%	20%	20%	10%
Critical/ Historical Studies	30%	10%	-	20%	-
Total Marks	100%	30%	20%	40%	10%
Outcomes		4.1, 4.6, 4.7	4.2, 4.5	4.7, 4.8, 4.9, 4.10	4.3, 4.6

Syllabus Outcomes

Making

- 4.1 **Practice** uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 4.2 **Conceptual framework** explores the function of and relationships between artist – artwork – world – audience
- 4.3 **Frames** makes artworks that involve some understanding of the frames
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Critical and Historical Studies

- 4.7 **Practice** explores aspects of practice in critical and historical interpretations of art
- 4.8 **Conceptual Framework** explores the function of and relationships between the artist – artwork – world – audience
- 4.9 **Frames** begins to acknowledge that art can be interpreted from different points of view
- 4.10 **Representation** recognises that art criticism and art history construct meanings

Year 7 Visual Arts Rotations (AR/ LE)– 2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	Drawing	Term 3 2024	Artists Study
Term 2 2024	Painting	Term 4 2024	Mixed Media

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Drawing	Painting	Artist study	Mixed Media
		Practical task 1	Practical task 2	Descriptive writing	Practical Task 3
		Week 5 Rotation (Rotation 3 TBA)	Week 9 Rotation (Rotation 3 TBA)	Week 11 Rotation (Rotation 3 TBA)	Week 13 Rotation (Rotation 3 TBA)
Making/ Visual Arts Diary	70%	20%	20%	-	30%
Critical/ Historical Studies	30%	-	-	30%	-
Total Marks	100%	20%	20%	30%	30%
Outcomes		4.1, 4.6, 4.7	4.2, 4.5	4.7, 4.8, 4.9, 4.10	4.3, 4.6

Syllabus Outcomes

Making

- 4.1 **Practice** uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 4.2 **Conceptual framework** explores the function of and relationships between artist – artwork – world – audience
- 4.3 **Frames** makes artworks that involve some understanding of the frames
- 4.4 **Representation** recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
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Critical and Historical Studies

- 4.7 **Practice** explores aspects of practice in critical and historical interpretations of art
- 4.8 **Conceptual Framework** explores the function of and relationships between the artist – artwork – world – audience
- 4.9 **Frames** begins to acknowledge that art can be interpreted from different points of view
- 4.10 **Representation** recognises that art criticism and art history construct meanings



Robert Townson High School

We strive to achieve

Parent/guardian name:	
Parent/guardian signature:	
Date:	

Part B – To Be Completed by the Deputy Principal

Outcome: _____

Deputy Principal: _____ Date: _____