

HURLSTONE AGRICULTURAL HIGH SCHOOL

YEAR 7 ASSESSMENT SCHEDULE

2018



SUBJECTS AGRICULTURE

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Research Assignment Livestock Breeds	20%	<ul style="list-style-type: none"> 1 knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives 3 knowledge of and skills in the effective and responsible production and marketing of agricultural products 	<ul style="list-style-type: none"> Explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
2	Sydney Royal Easter Show with hand-in Booklet Powerpoint depicting Farming Innovation over time	10% 15%	<ul style="list-style-type: none"> 1 knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives 4 understanding of sustainable and ethical practices that support productive and profitable agriculture 	<ul style="list-style-type: none"> Explains the interactions within and between agricultural enterprises and systems Evaluates the impact of past and current agricultural practices on agricultural sustainability
3	Research and Oral Fruit and Vegetable Speech	15%	<ul style="list-style-type: none"> 5 skills in problem solving including investigating, collecting, analyzing, interpreting and communicating information in agricultural contexts 	<ul style="list-style-type: none"> Collects and analyses agricultural data and communicates results using a range of technologies
4	Yearly Exam	25%	<ul style="list-style-type: none"> 1 knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives 3 knowledge of and skills in the effective and responsible production and marketing of agricultural products 4 understanding of sustainable and ethical practices that support productive and profitable agriculture 	<ul style="list-style-type: none"> Explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets Explains the interactions within and between agricultural enterprises and systems Evaluates the impact of past and current agricultural practices on agricultural sustainability Collects and analyses agricultural data and communicates results using a range of technologies Investigates and implements responsible production systems for plant and animal enterprises
5	Practical	15%	<ul style="list-style-type: none"> 4 understanding of sustainable and ethical practices that support productive and profitable agriculture 6 knowledge and skills in implementing cooperative and safe work practices in agricultural contexts 	<ul style="list-style-type: none"> Implements and justifies the application of animal welfare guidelines to agricultural practices Performs plant and animal management practices safely and in cooperation with others
TOTAL		100%		

ENGLISH

TASK	TASK TYPE	ASSESSMENT WEIGHTING	OUTCOMES ADDRESSED	REPORTING OUTCOMES
1	Poetry – Landscapes Speaking/Representing	20%	(1A) A student responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure (3B) A student describes language forms, features and structures appropriate to a range of purposes and audiences (4B) A student makes effective language choices to creatively shape meaning with accuracy, clarity and coherence	(1A) A student responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure (3B) A student describes language forms, features and structures appropriate to a range of purposes and audiences (4B) A student makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
2	Shakespeare Alive Technology Writing and Representing	25% (20% narrative; 5% reflection)	(2A) A student effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies (5C) A student thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts (9E) A student uses reflects on and assesses their individual and collaborative skills for learning	(2A) A student effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies (5C) A student thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts (9E) A student uses reflects on and assesses their individual and collaborative skills for learning
3	Comparison - Film Extended Response - Reading and Writing	25%	(3B) A student uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts (6C) A student identifies and explains connections between and among texts (8D) A student identifies, considers and appreciates cultural expression in texts	(6C) A student identifies and explains connections between and among texts (8D) A student identifies, considers and appreciates cultural expression in texts
4	Narratives – Our Stories Extended Response - Creative writing	30% (20% narrative; 10% portfolio)	(4B) A student makes effective language choices to creatively shape meaning with accuracy, clarity and coherence (8D) A student identifies, considers and appreciates cultural expression in texts	(4B) A student makes effective language choices to creatively shape meaning with coherence (8D) A student identifies, considers and appreciates cultural expression in texts
Total		100%		

GEOGRAPHY (Either Semester 1 or 2)

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Landscapes and Landforms Project	50%	<ul style="list-style-type: none"> • 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 • GE4-5 discusses management of places and environments for their sustainability • GE4-8 communicates geographical information using a variety of strategies 	<ul style="list-style-type: none"> • Locates and describes the diverse features and characteristics of a range of places and environments • Describes processes and influences that form and transform places and environments • Discusses management of places and environments for their sustainability • Acquires and processes geographical information by selecting and using geographical tools for inquiry • Communicates geographical information using a variety of strategies
2	Water in the World - Case Studies	50%	<ul style="list-style-type: none"> • GE4-2 describes processes and influences that form and transform places and environments • 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 • GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry 	
	TOTAL	100%		

HISTORY (Either Semester 1 or 2)

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Depth Study 1: Investigating the Ancient Past- Site Study Portfolio	50%	<ul style="list-style-type: none"> HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past HT4-5 identifies the meaning, purpose and context of historical sources HT4-6 uses evidence from sources to support historical narratives and explanations HT4-8 locates, selects and organises information from sources to develop an historical inquiry 	<ul style="list-style-type: none"> Describes the nature of history and archaeology and explains their contribution to an understanding of the past Describes and assesses the motives and actions of past individuals and groups in the context of past societies Identifies the meaning, purpose and context of historical sources Uses evidence from sources to support historical narratives and explanations Locates, selects and organises information from sources to develop an historical inquiry
2	Depth Study 2: The Mediterranean World- OR Depth Study 3: The Asian World- Persuasive Extended Response	50%	<ul style="list-style-type: none"> 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 HT4-6 uses evidence from sources to support historical narratives and explanations 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 	<ul style="list-style-type: none"> Uses a range of historical terms and concepts when communicating an understanding of the past Selects and uses appropriate oral, written, visual and digital forms to communicate about the past
TOTAL		100%		

MATHEMATICS

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Half Yearly Examination	20%	<ul style="list-style-type: none"> MA4-4NA compares, orders and calculates with integers, applying a range of strategies to aid computation MA4-1WM communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols MA4-2WM applies appropriate mathematical techniques to solve problems MA4-3WM recognises and explains mathematical relationships using reasoning MA4-11NA creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane MA4-18MG identifies and uses angle relationships, including those related to transversals on sets of parallel lines MA4-5NA operates with fractions, decimals and percentages 	<ul style="list-style-type: none"> Recalls mathematical facts and operations Applies mathematical facts and operations. Applies knowledge and skills to problem solving Ability to solve mathematical problems without the use of a calculator
2	Assignment / Investigation / Exploration	20%	<ul style="list-style-type: none"> Students will be required to work through a task based upon the Working Mathematically component of the syllabus. Students will be required to present their work in a suitable manner 	
3	Yearly Examination	40%	<p>In addition to outcomes addressed in Task 1:</p> <ul style="list-style-type: none"> MA4-9NA operates with positive-integer and zero indices of numerical bases MA3-15MG manipulates, classifies and draws two-dimensional shapes, including equilateral, isosceles and scalene triangles, and describes their properties MA3-14MG identifies three-dimensional objects, including prisms and pyramids, on the basis of their properties, and visualises, sketches and constructs them given drawings of different views MA4-8NA generalises number properties to operate with algebraic expressions MA4-21SP represents probabilities of simple and compound events MA4-8NA generalises number properties to operate with algebraic expressions MA4-15MG performs calculations of time that involve mixed units, and interprets time zones MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations MA4-12MG calculates the perimeters of plane shapes and the circumferences of circles MA4-13MG Uses formulas to calculate the areas of 	<ul style="list-style-type: none"> Recalls mathematical facts and operations Applies mathematical facts and operations Applies knowledge and skills to problem solving Ability to solve mathematical problems without the use of a calculator Develops understanding and fluency in mathematics through inquiry, exploring and connecting, mathematical concepts, communication and collaboration

			<p>quadrilaterals and circles, and converts between units of area</p> <ul style="list-style-type: none"> MA4-14MG Uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume 	
4	Class Component	20%	<ul style="list-style-type: none"> A mark composed of results from different sources: Topic Tests, Investigations, ICAS Mathematics, Presentations, Peer Assessment, Bookwork and Summaries. This is a mark determined by in – class assessment, by the teacher, of student achievement, in a variety of tasks. 	
	TOTAL	100%		

MUSIC

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Composition Electronic loops and organisation	20%	<ul style="list-style-type: none"> • 4.4 demonstrate an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing • 4.5 notate compositions using traditional and/or non-traditional notation • 4.6 experiments with different forms of technology in the composition process • 4.10 identifies the use of technology in the music selected for study appropriate to the musical concept • 4.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences 	<ul style="list-style-type: none"> • Organises ideas into structural framework • Describes the process of composition • Demonstrates an understanding of technology in the composition process
2	Research (hand in) and Listening Task (in class) Instruments of the Orchestra	10% 20%	<ul style="list-style-type: none"> • 4.7 demonstrate an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording • 4.8 demonstrate an understanding of musical concepts through aural identification and discussion of the features in a range of repertoire • 4.9 demonstrate music literacy through the use of notation, terminology and the reading and interpreting of scores used in the music selected 	<ul style="list-style-type: none"> • Identify and notate rhythm and pitch patterns • Identify events in music and respond to a listening excerpt • Discuss musical concepts used in music
3	Composition/Performance Melody Writing Presentation of the composition	20% 10%	<ul style="list-style-type: none"> • 4.4 demonstrate an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing • 4.5 notate compositions using traditional and/or non-traditional notation • 4.6 experiment with different types of technology in the composition process • 4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form 	<ul style="list-style-type: none"> • Understands and uses technology in the composition process • Notates compositions using traditional notation • Demonstrates skill of sequencing melodic cells into a musical structure • Demonstration of composer intent in performance
4	Solo performance	20%	<ul style="list-style-type: none"> • 4.1 perform in a range of musical styles demonstrating an understanding of the musical concepts • 4.2 perform music using different forms of notation and different types of technology across a broad range of musical styles • 4.3 perform music selected for study demonstrating solo/ensemble awareness • 4.12 demonstrate a developing confidence and willingness to engage in performing experiences 	<ul style="list-style-type: none"> • Performs music demonstrating an understanding of pitch and rhythm • Perform music demonstrating confidence in performance presentation • Perform music demonstrating keyboard or guitar technical skills • Performs music demonstrating an understanding of the musical concepts
TOTAL		100%		

PERSONAL DEVELOPMENT HEALTH & PHYSICAL EDUCATION

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Kids Only Restaurant Menu - Theory	20%	<ul style="list-style-type: none"> 4.8 describes how to access and assess health information, products and services 	<ul style="list-style-type: none"> Demonstrates a knowledge of nutrition and how it impacts on health.
2	Athletics Performance Based Criteria	10%	<ul style="list-style-type: none"> 4.4 demonstrates and refines movement skills in a range of contexts and environments 	<ul style="list-style-type: none"> Demonstrates movement skills in a range of athletic events.
3	Gymnastics Routine	15%	<ul style="list-style-type: none"> 4.4 demonstrates and refines movement skills in a range of contexts and environments 4.5 combines the features and elements of movement composition to perform in a range of contexts and environments 	<ul style="list-style-type: none"> Combines and executes the features and elements of movement composition in gymnastics
4	Ball Skills	25%	<ul style="list-style-type: none"> 4.4 demonstrates and refines movement skills in a range of contexts and environments 4.10 explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity 	<ul style="list-style-type: none"> Demonstrate an understanding of how the components of fitness contribute to participation in physical activity. Perform in a range of activities that display components of fitness. Demonstrate and refine ball skills in a range of contexts and environments.
5	Yearly Examination - Assessment	30%	<ul style="list-style-type: none"> 4.1 describes and analyses the influences on a sense of self 4.2 Identifies and selects strategies that enhance their ability to cope and feel supported 	<ul style="list-style-type: none"> Describes the factors that influence a positive sense of self. Demonstrates an understanding of the nature of health and analyses how health issues may impact on young people.
	TOTAL	100%		

SCIENCE

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Half Yearly Open Book Test	20%	<p>Working Scientifically:</p> <ul style="list-style-type: none"> 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 SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations Knowledge and understanding outcomes from Topics 1—2 	<ul style="list-style-type: none"> Describes the role of scientific inquiry in understanding the world around us Plans and conducts first-hand investigations Works independently on tasks Communicates scientific understanding
2	Science Competition	5%	<p>Working Scientifically:</p> <ul style="list-style-type: none"> 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 	
3	Skills Test	35%	<p>Working Scientifically:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Analyses data and draws conclusions from first-hand investigations Communicates scientific understanding Applies scientific principles to everyday life Makes ethical, evidence-based decisions about the use of science and technology
4	Yearly Examination	40%	<p>Working Scientifically:</p> <ul style="list-style-type: none"> 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 <p>Knowledge and understanding outcomes from all topics</p>	
	TOTAL	100%	<i>NB The reporting outcomes may be modified to better express the achievement of outcomes prior to the finalisation of reports</i>	

TECHNOLOGY MANDATORY

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Design Project	40%	<ul style="list-style-type: none"> 4.1.1 applies design processes that respond to needs and opportunities in each design project 4.2.1 generates and communicates creative design ideas and solutions 4.3.1 applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects 4.3.2 demonstrates responsible and safe use of a range of tools, materials and techniques in each design project 4.5.1 applies management processes to successfully complete design projects 	<ul style="list-style-type: none"> Safely selects and uses materials, tools and techniques to produce a quality design project Uses a design folio to record and reflect on design ideas and decisions Shows an understanding and demonstrated effective research skills to locate information relevant to complete a research task
2	Design Folio	30%		
3	Research Assignment	30%		
TOTAL		100%		

Students in Year 7 and Year 8 studying Technology complete 4 units over the two-year duration. Units may include the following: Food Technologies, Textiles Technologies, Graphics Technologies, Information Technologies, Leatherworks, Timber Technologies and Metal Technologies, Robotics, Electronics, Polymer Technologies, Food and Fibre .

VISUAL ARTS

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Art History and Criticism Hand In and In Class Written Task	20%	<ul style="list-style-type: none"> 4.7 explores aspects of practice in critical and historical interpretations of art 4.8 explores the function of and relationships between the artist – artwork – world – audience 4.9 begins to acknowledge that art can be interpreted from different points of view 4.10 recognises that art criticism and art history construct meanings 	<ul style="list-style-type: none"> Makes artworks that indicate an understanding of how personal, structural and cultural viewpoints develop meaning Uses a range of strategies, conventions and material techniques to create artworks Uses aspects of the world as a source of ideas when creating artworks Acknowledges and explores the relationships between artists, artworks, world and audience Begins to understand the practices of art history and art criticism and recognises they can be constructed from different points of view
2	Art-Making Portfolio	30%	<ul style="list-style-type: none"> 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks 4.2 explores the function of and relationships between artist – artwork – world – audience 4.3 makes artworks that involve some understanding of the frames 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts 4.5 investigates ways to develop meaning in their artworks 4.6 selects different materials and techniques to make artworks 	
3	Art History and Criticism Hand In Task	20%	<ul style="list-style-type: none"> 4.7 explores aspects of practice in critical and historical interpretations of art 4.8 explores the function of and relationships between the artist – artwork – world – audience 4.9 begins to acknowledge that art can be interpreted from different points of view 4.10 recognises that art criticism and art history construct meanings 	<ul style="list-style-type: none"> Makes artworks that indicate an understanding of how personal, structural and cultural viewpoints develop meaning Uses a range of strategies, conventions and material techniques to create artworks Uses aspects of the world as a source of ideas when creating artworks Acknowledges and explores the relationships between artists, artworks, world and audience Begins to understand the practices of art history and art criticism and recognises they can be constructed from different points of view
4	Art-Making Portfolio	30%	<ul style="list-style-type: none"> 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks 4.2 explores the function of and relationships between artist – artwork – world – audience 4.3 makes artworks that involve some understanding of the frames 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts 4.5 investigates ways to develop meaning in their artworks 4.6 selects different materials and techniques to make artworks 	
TOTAL		100%		