

HURLSTONE AGRICULTURAL HIGH SCHOOL  
YEAR 7 ASSESSMENT SCHEDULE

2017

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## SUBJECTS AGRICULTURE

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

## ENGLISH

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Poetry Landscapes Speaking/Representing	20%	<ul style="list-style-type: none"> <li>1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</li> <li>3B describes language forms, features and structures appropriate to a range of purposes and audiences</li> <li>4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence</li> </ul>	<ul style="list-style-type: none"> <li>Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</li> <li>Describes language forms, features and structures appropriate to a range of purposes and audiences</li> <li>Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence</li> </ul>
2	Shakespeare Alive Technology Writing and Representing	25%	<ul style="list-style-type: none"> <li>2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies</li> <li>5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts</li> <li>9E uses, reflects on and assesses their individual and collaborative skills for learning</li> </ul>	<ul style="list-style-type: none"> <li>Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies</li> <li>Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts</li> <li>Uses, reflects on and assesses their individual and collaborative skills for learning</li> </ul>
3	Comparison - Film Extended Response - Reading and Writing	25%	<ul style="list-style-type: none"> <li>3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts</li> <li>6C identifies and explains connections between and among texts</li> <li>8D identifies, considers and appreciates cultural expression in texts</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and explains connections between and among texts</li> <li>Identifies, considers and appreciates cultural expression in texts</li> </ul>
4	Narratives – Our Stories Extended Response - Creative Writing	30%	<ul style="list-style-type: none"> <li>4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence</li> <li>8D identifies, considers and appreciates cultural expression in texts</li> </ul>	<ul style="list-style-type: none"> <li>Makes effective language choices to creatively shape meaning with coherence</li> <li>Identifies, considers and appreciates cultural expression in texts</li> </ul>
<b>TOTAL</b>		<b>100%</b>		

## 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"> <li>• GE4-1 locates and describes the diverse features and characteristics of a range of places and environments</li> <li>• GE4-2 describes processes and influences that form and transform places and environments</li> <li>• GE4-3 explains how interactions and connections between people, places and environments result in change</li> <li>• GE4-4 examines perspectives of people and organisations on a range of geographical issues</li> <li>• GE4-5 discusses management of places and environments for their sustainability</li> <li>• GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry</li> <li>• GE4-8 communicates geographical information using a variety of strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Locates and describes the diverse features and characteristics of a range of places and environments</li> <li>• Describes processes and influences that form and transform places and environments</li> <li>• Discusses management of places and environments for their sustainability</li> <li>• Acquires and processes geographical information by selecting and using geographical tools for inquiry</li> <li>• Communicates geographical information using a variety of strategies</li> </ul>
2	Water in the World - Case Studies	50%		
<b>TOTAL</b>		<b>100%</b>		

## HISTORY (Either Semester 1 or 2)

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Depth Study 1: Investigating the Ancient Past- persuasive extended response	50%	<ul style="list-style-type: none"> <li>HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past</li> <li>HT4-5 identifies the meaning, purpose and context of historical sources</li> <li>HT4-6 uses evidence from sources to support historical narratives and explanations</li> <li>HT4-8 locates, selects and organises information from sources to develop an historical inquiry</li> <li>HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past</li> <li>HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past</li> </ul>	<ul style="list-style-type: none"> <li>Describes the nature of history and archaeology and explains their contribution to an understanding of the past</li> <li>Describes and assesses the motives and actions of past individuals and groups in the context of past societies</li> <li>Identifies the meaning, purpose and context of historical sources</li> <li>Uses evidence from sources to support historical narratives and explanations</li> <li>Locates, selects and organises information from sources to develop an historical inquiry</li> <li>Uses a range of historical terms and concepts when communicating an understanding of the past</li> <li>Selects and uses appropriate oral, written, visual and digital forms to communicate about the past</li> </ul>
2	Depth Study 2: The Mediterranean World Historical – Site Studies	50%	<ul style="list-style-type: none"> <li>HT4-2 describes major periods of historical time and sequences events, people and societies from the past</li> <li>HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies</li> <li>HT4-6 uses evidence from sources to support historical narratives and explanations</li> <li>HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past</li> <li>HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past</li> </ul>	
<b>TOTAL</b>		<b>100%</b>		

## MATHEMATICS

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

			linear and quadratic equations <ul style="list-style-type: none"> <li>• MA4-12MG calculates the perimeters of plane shapes and the circumferences of circles</li> <li>• MA4-13MG Uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area</li> <li>• MA4-14MG Uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume</li> </ul>	
<b>4</b>	Class Component	<b>20%</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	
	<b>TOTAL</b>	<b>100%</b>		

## MUSIC

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Composition	20%	<ul style="list-style-type: none"> <li>4.4 demonstrate an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing</li> <li>4.5 notate compositions using traditional and/or non-traditional notation</li> <li>4.6 experiments with different forms of technology in the composition process</li> <li>4.10 identifies the use of technology in the music selected for study appropriate to the musical concept</li> <li>4.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences</li> </ul>	<ul style="list-style-type: none"> <li>Organises ideas into structural framework</li> <li>Describes the process of composition and justify use of material</li> <li>Demonstrates an understanding of technology in the composition process</li> </ul>
2	Listening Task Instruments of the Orchestra	30%	<ul style="list-style-type: none"> <li>4.7 demonstrate an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording</li> <li>4.8 demonstrate an understanding of musical concepts through aural identification and discussion of the features in a range of repertoire</li> <li>4.9 demonstrate music literacy through the use of notation, terminology and the reading and interpreting of scores used in the music selected</li> </ul>	<ul style="list-style-type: none"> <li>Identify and notate rhythm and pitch patterns</li> <li>Identify events in music and respond to a listening excerpt</li> <li>Discuss musical concepts used in music</li> </ul>
3	Composition/Performance Melody Writing/performance	30%	<ul style="list-style-type: none"> <li>4.4 demonstrate an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing</li> <li>4.5 notate compositions using traditional and/or non-traditional notation</li> <li>4.6 experiment with different types of technology in the composition process</li> <li>4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form</li> </ul>	<ul style="list-style-type: none"> <li>Understands and uses technology in the composition process</li> <li>Notates compositions using traditional notation</li> <li>Demonstrates skill of sequencing melodic cells into a musical structure</li> </ul>
4	Solo performance	20%	<ul style="list-style-type: none"> <li>4.1 perform in a range of musical styles demonstrating an understanding of the musical concepts</li> <li>4.2 perform music using different forms of notation and different types of technology across a broad range of musical styles</li> <li>4.3 perform music selected for study demonstrating solo/ensemble awareness</li> <li>4.12 demonstrate a developing confidence and willingness to engage in performing experiences</li> </ul>	<ul style="list-style-type: none"> <li>Performs music demonstrating an understanding of pitch and rhythm</li> <li>Perform music demonstrating confidence in performance presentation</li> <li>Perform music demonstrating keyboard or guitar technical skills</li> <li>Performs music demonstrating an understanding of the musical concepts</li> </ul>
	<b>TOTAL</b>	<b>100%</b>		

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

## SCIENCE

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Half Yearly Open Book Examination	20%	<p>Working Scientifically:</p> <ul style="list-style-type: none"> <li>SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge</li> <li>SC4-5WS collaboratively and individually produces a plan to investigate questions and problems</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Describes the role of scientific inquiry in understanding the world around us</li> <li>Plans and conducts first-hand investigations</li> <li>Works independently on tasks</li> <li>Communicates scientific understanding</li> </ul>
2	Science Competition	5%	<p>Working Scientifically:</p> <ul style="list-style-type: none"> <li>SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions</li> <li>SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems</li> </ul>	
3	Skills Test	35%	<p>Working Scientifically:</p> <ul style="list-style-type: none"> <li>SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge</li> <li>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</li> <li>SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions</li> <li>SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems</li> <li>SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations</li> </ul>	<ul style="list-style-type: none"> <li>Analyses data and draws conclusions from first-hand investigations</li> <li>Communicates scientific understanding</li> <li>Applies scientific principles to everyday life</li> <li>Makes ethical, evidence-based decisions about the use of science and technology</li> </ul>
4	Yearly Examination	40%	<p>Working Scientifically:</p> <ul style="list-style-type: none"> <li>SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions</li> <li>SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems</li> <li>SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations</li> </ul> <p>Knowledge and understanding outcomes from all topics</p>	
<b>TOTAL</b>		<b>100%</b>		

*NB The reporting outcomes may be modified to better express the achievement of outcomes prior to the finalisation of reports*

## TECHNOLOGY MANDATORY

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Design Project	60%	<ul style="list-style-type: none"> <li>4.1.1 applies design processes that respond to needs and opportunities in each design project</li> <li>4.2.1 generates and communicates creative design ideas and solutions</li> <li>4.3.1 applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects</li> <li>4.3.2 demonstrates responsible and safe use of a range of tools, materials and techniques in each design project</li> <li>4.5.1 applies management processes to successfully complete design projects</li> </ul>	<ul style="list-style-type: none"> <li>Safely selects and uses materials, tools and techniques to produce a quality design project</li> <li>Uses a design folio to record and reflect on design ideas and decisions</li> <li>Shows an understanding and demonstrated effective research skills to locate information relevant to complete a research task</li> </ul>
2	Design Folio	30%		
3	Research Assignment	10%		
	<b>TOTAL</b>	<b>100%</b>		

*Students in Year 7 and Year 8 studying Technology will complete 6 units over the two-year duration. Units may include the following: Food Technologies, Textiles Technologies, Graphics Technologies, Information Technologies, Leatherwork, Timber Technologies and Coding.*

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