Dulwich High School
of Visual Arts & Design

Year 7

Assessment Information 2024

Welcome to Year 7

As a Year 7 student you are beginning your journey through school to develop your skills and understanding across a range of subjects.

The Dulwich High School of Visual Arts and Design assessment program is designed to provide feedback on your learning and progress to support your development through school.

This assessment program meets the NSW Educational Standards Authority (NESA) requirements, taking into account fairness to students and balance between subjects. In addition, to support your ongoing learning and growth as a student you must:

- Attend school regularly
- Actively participate in all lessons showing effort and dedication
- Complete all assessment tasks
- Satisfactorily complete all subjects
- Achieve some or all course outcomes

Faculty assessment programs

Faculties develop an assessment program for each course. This means the faculty will:

- Identify the assessment tasks which best measure each component
- Specify values to be applied to each of the tasks to maintain the relative importance of each of the components
- Schedule the various tasks throughout the course
- Notifies students of an assessment at least two weeks before an assessment task is due
- Provide an overview of the assessment requirements for each subject in this booklet

Information and advice about assessment

Advice about assessment tasks is available from:

- The class teacher
- The Head Teacher of the faculty concerned
- The Deputy Principal for information about school procedures
- The Learning Centre in the library for assistance

Technology and assessment tasks

Some assessment tasks will require students to use technology while others may require tasks to be submitted in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format. It is the responsibility of the student to ensure the handing in of a task by the due date.

Technology failure is NOT, in itself, a valid reason for failure to submit a task on time.

To minimise problems in when working with technology, students should continually back up all work on the hard drive of their computer, on an external storage device such as a flash drive or in online storage such as Google drive.

Illness or misadventure

If a student is sick or they have a significant reason why they cannot do their best in complete an assessment task, he or she can ask for an extension. This is called an illness/misadventure request.

An application form for illness/misadventure is available at the back of this booklet and is available from Head Teachers if an extension is needed.

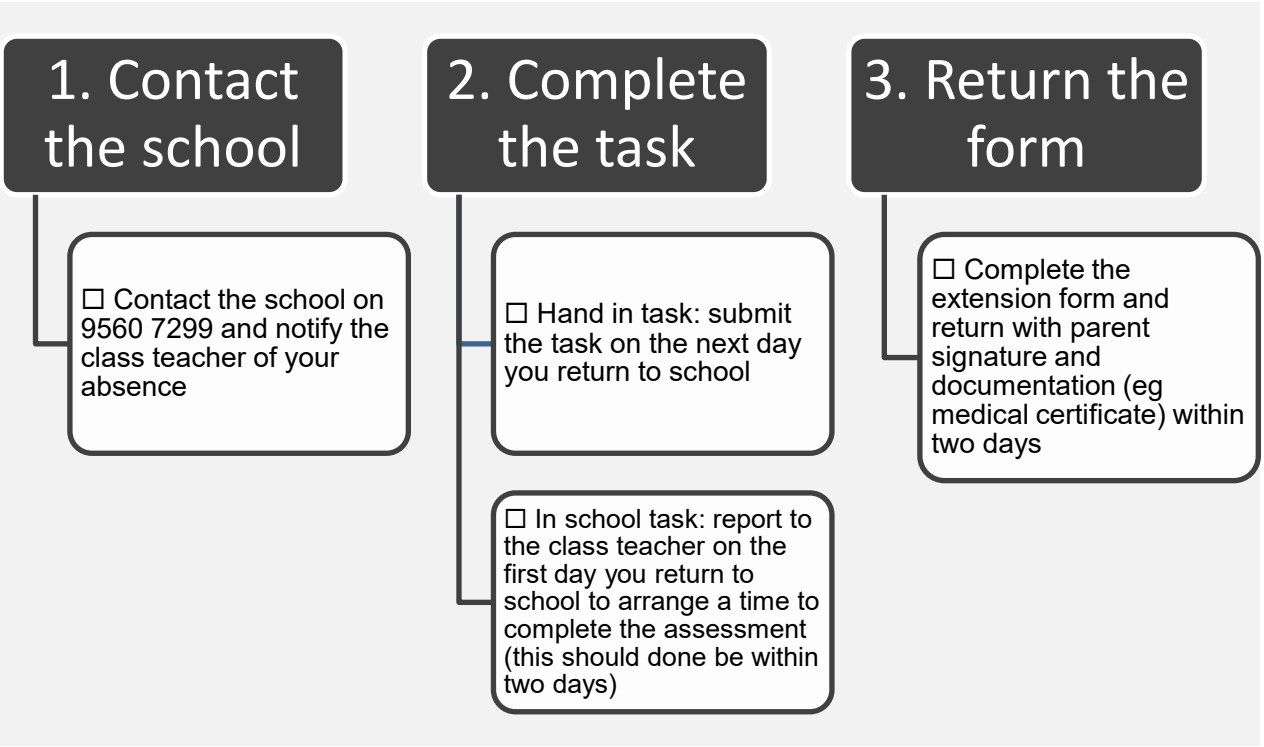
The application form asks students to provide a reason, parent endorsement and any relevant documentation. The student must return that documentation (e.g., medical certificate) to the Teacher of the subject on the first day of their return to school. The Head Teacher will determine the validity of each illness/misadventure application in consultation with the class teacher and the revised due date for the assessment task.

On the day the student returns to school the student must report to their teacher to advise that they have returned to school so that their teacher can arrange an alternative time for the task.

Illness or misadventure protocols apply to all assessment tasks including oral presentations, take home tasks, exams, individual and group performances.

The Illness Misadventure Process Checklist

If you are absent due to illness/misadventure when a task is due:



Note:

1) It is the student's responsibility to follow these procedures and to complete all assessment tasks. The Head Teacher will retain the form and file in the subject folder for the course.
2) Students who do not follow these procedures and provide appropriate documentation will be penalised for lateness and may receive a zero mark.
3) In some circumstances, the Head Teacher will require students to complete and alternative equivalent task.
4) Technology failure or printer breakdown will not be accepted for late submission or absence.

Appeals

Students may request an appeal if they believe the school/faculty did not follow the procedures stated in the assessment program for that subject. Please note marks awarded by the teacher for assessment tasks will not be subject to review. The appeal should be made in writing to the Head Teacher of the subject.

Plagiarism and Malpractice

Students who attempt to gain unfair advantage over other students by actions such as plagiarism or cheating, or who abet such activities will be subject to disciplinary action. Plagiarism is the wrongful attempt to pass off another's work as one's own' or 'the act of copying without permission or acknowledgement. It is also considered an act of malpractice if a student cheats in an assessment.

As a consequence of plagiarism or malpractice actions may include:

- a written reprimand, providing the student does not gain any unfair advantage
- making alternative arrangements for assessment
- cancellation of the result in the component of the assessment concerned or the awarding of a zero mark.

Any student who feels that he/she has been wrongly accused of plagiarism or cheating may appeal against the zero-assessment allocated by writing a full account to the Deputy Principal, who will decide on the merits of the appeal.

Use of AI Technologies for Assessment

The use of AI software such as ChatGPT is a form of academic malpractice and severely limits students' personal engagement with course content and mastery of subject-specific skills.

Students that are found using AI technologies will receive a Curriculum Concern warning for the piece of work in question which also means they will receive a mark of 0 for that task.

Stage 4 Assessment Calendar

Week				
1				
2				
3				
4				
5	PDHPE			
6	PDHPE			
7				
8				
9	Science			
10	Science	Japanese	HSIE: History	Mathematics
11				English
Week		**TERM 2**		
1				
2		Visual Arts		
3				
4				Technology Mandatory
5				
6				
7				
8				
9	Mathematics	PDHPE		English
10	Japanese	PDHPE		
Week		**TERM 3**		
1				
2				
3				
4				
5				
6				
7				Technology Mandatory
8		Visual Arts		
9	Mathematics	PDHPE	HSIE: Geography	English
10	Japanese	PDHPE	Science	
Week		**TERM 4**		
1				
2	Science	Visual Arts		
3	Science			Mathematics
4				Technology Mandatory
5		PDHPE		
6		PDHPE		
7				
8				
9				
10				

Year 7

Assessment Program

2024

English

Component	Task 1	Task 2	Task 3	Weighting %
Timing	**Term 1, Week 11**	**Term 2, Week 9**	**Term 3, Week 9**	
Nature of Task	**Critical Task** In-class Skills Test *Poetry Study: Australian Voices* ☐ Home Task ☑ School Task	**Critical Task** Students submit a series of structured paragraphs *Film Study: Bildungsroman* ☑ Home Task ☐ School Task	**Creative Task** Students compose a narrative in the fantasy genre *Novel Study: Fantasy* ☑ Home Task ☐ School Task	
Outcomes	EN4-RVL-01, EN4-URA-01, EN4-URB-01 ,EN4-URC-01 , EN4-ECA-01, EN4-ECB-01	EN4-RVL-01, EN4-URA-01, EN4-URB-01 ,EN4-URC-01 , EN4-ECA-01, EN4-ECB-01	EN4-RVL-01, EN4-URA-01, EN4-URB-01 ,EN4-URC-01 , EN4-ECA-01, EN4-ECB-01	
Task Weighting %	**30**	**35**	**35**	**100**

English Course Outcomes

A Student:	
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.

HSIE: History and Geography

Component	Task 1 History	Task 2 Geography	Weighting %
Timing	**Term 1, Week 10**	**Term 3, Week 9**	
Nature of Task	**Historical Concepts and Skills** Depth Study 1: Investigating the Ancient Past ☐ Home Task ☑ School Task	**Geographic Research and Skills** Place and Liveability ☑ Home Task ☑ School Task	
Outcomes	HT4-5 HT4-6, HT4-9, HT4-10	GE4-1, GE 4-5 GE4-6, GE4-7, GE4-8	
Task Weighting %	**50**	**50**	**100**

History Course Outcomes

A Student:			
HT4-1	describes the nature of history and archaeology and explains their contribution to an understanding of the past.	HT4-6	uses evidence from sources to support historical narratives and explanations.
HT4-2	describes major periods of historical time and sequences events, people, and societies from the past.	HT4-7	identifies and describes different contexts, perspectives, and interpretations of the past.
HT4-3	describes and assesses the motives and actions of past individuals and groups in the context of past societies.	HT4-8	locates, selects, and organises information from sources to develop an historical inquiry.
HT4-4	describes and explains the causes and effects of events and developments of past societies over time.	HT4-9	uses a range of historical terms and concepts when communicating an understanding of the past.
HT4-5	identifies the meaning, purpose, and context of historical sources.	HT4-10	selects and uses appropriate oral, written, visual and digital forms to communicate about the past.

Geography Course Outcomes

A Student:			
GE4-1	locates and describes the diverse features and characteristics of a range of places and environments.	GE4-5	discusses management of places and environments for their sustainability.
GE4-2	describes processes and influences that form and transform places and environments.	GE4-6	explains differences in human wellbeing.
GE4-3	explains how interactions and connections between people, places and environments result in change.	GE4-7	acquires and processes geographical information by selecting and using geographical tools for inquiry.
GE4-4	examines perspectives of people and organisations on a range of geographical issues.	GE4-8	communicates geographical information using a variety of strategies.

Japanese

Component	Task 1	Task 2	Task 3	Weighting %
Timing	**Term 1, Week 10**	**Term 2, Week 10**	**Term 3, Week 10**	
Nature of Task	**Conversation in Japanese** Nice to Meet You ☐ Home Task ☑ School Task	**Reading in Japanese** My School ☐ Home Task ☑ School Task	**Writing in Japanese** My Town ☑ Home Task ☐ School Task	
Outcomes	ML4-INT-01	ML4-UND-01	ML4-CRT-01	
Task Weighting %	**30**	**30**	**40**	**100**

Japanese Course Outcomes

A Student:

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.

Mathematics

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Timing	**Term 1, Week 10**	**Term 2, Week 9**	**Term 3, Week 9**	**Term 4, Week 3**	
Nature of Task	**Student Portfolio** Computation with Integers Angle Relationships, Data Classifications & Visualisation ☑ Home Task ☑ School Task	**In-Class Task** Fractions & Decimals Indices ☐ Home Task ☑ School Task	**Open Book Task** Length Algebraic Techniques, Area & Volume ☑ Home Task ☑ School Task	**Yearly Test** All Topics ☑ Home Task ☑ School Task	
Outcomes	MA4-INT-C-01, MA4-ANG-C-01, MA4-DAT-C-01, MAO-WM-01	MA4-FRC-C-01, MA4-IND-C-01, MAO-WM-01	MA4-LEN-C-01, MA4-ALG-C-01, MA4-ARE-C-01, MA4-VOL-C-01, MAO-WM-01	MA4-INT-C-01,MA4-ANG-C-01, MA4-DAT-C-01, MA4-FRC-C-01, MA4-IND-C-01, MA4-LEN-C-01, MA4-ALG-C-01, MA4-ARE-C 01, MA4-VOL-C-01, MAO-WM-01	
Task Weighting %	**20**	**30**	**30**	**20**	**100**

**Note: Teachers regularly collect work samples of student work in class and collect workbooks for review to ascertain student understanding of course content to guide allocation of grades for each topic covered.*

Mathematics Course Outcomes

A Student:

MA4-INT-C-01	compares, orders and calculates with integers to solve problems.
MA4-FRC-C-01	represents and operates with fractions, decimals and percentages to solve problems
MA4-ALG-C-01	generalises number properties to operate with algebraic expressions including expansion and factorisation.
MA4-IND-C-01	operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws.
MA4-EQU-C-01	solves linear equations of up to 2 steps and quadratic equations of the form $ax2=c$.
MA4-LEN-C-01	applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems.
MA4-ARE-C-01	applies knowledge of area and composite area involving triangles, quadrilaterals, and circles to solve problems.
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-DAT-C-01	classifies and displays data using a variety of graphical representations.
MA4-PRO-C-01	solves problems involving the probability of simple chance experiments.
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.

Personal Development, Health, and Physical Education

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Timing	**Term 1, Week 5/6**	**Term 2, Week 9/10**	**Term 3, Week 9/10**	**Term 4, Week 5/6**	
Nature of Task	**Skills and Application Assessment** PE: Games + Run, Jump, Throw ☐ Home Task ☑ School Task	**Practical Task** PE: Creative Movement ☐ Home Task ☑ School Task	**Guided Inquiry Task** PDH: Eat Right, Live Strong ☑ Home Task ☑ School Task	**Skills and Application Assessment** PE: Net & Court Games ☐ Home Task ☑ School Task	
Outcomes	PD4-4, PD4-11	PD4-4, PD4-5, PD4-11	PD4-2, PD4-6, PD4-7, PD4-9	PD4-3, PD4-8, PD4-10	
Task Weighting %	**25**	**25**	**25**	**25**	**100**

PDHPE Course Outcomes

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 context.

PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.

Science

Component	Task 1	Task 2	Task 3	Weighting %
Timing	**Term 1, Week 9/10**	**Term 3, Week 10**	**Term 4, Week 2/3**	
Nature of Task	**Practical Skills Test** Starting Science ☐ Home Task ☑ School Task	**Field Work Project** Classification ☑ Home Task ☑ School Task	**End of Course Exam** Cells, Separating Mixtures, Rocks, and Minerals ☐ Home Task ☑ School Task	
Outcomes	SC4-4WS, SC4-5WS, SC4-7WS, SC4-9WS	SC4-7WS, SC4-9WS, SC4-14LW	SC4-8WS, SC4-15LW, SC4-17CW	
Task Weighting %	**30**	**40**	**30**	**100**

Science Course Outcomes

A Student:

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.
SC4-11PW	discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations.
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 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.

Technology Mandatory

Component	Task 1	Task 2	Task 3	Weighting %
Timing	**Term 2, Week 4**	**Term 3, Week 7**	**Term 4, Week 4**	
Nature of Task	**Design Project** Agricultural/Food Technologies ☐ Home Task ☑ School Task	**Design Project** Engineered Systems ☐ Home Task ☑ School Task	**Design Project** Digital Technologies ☐ Home Task ☑ School Task	
Outcomes	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN	TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI	
Task Weighting %	**35**	**35**	**30**	**100**

NB: Students may complete the tasks in a different order than stated above due to the rotational nature of the course; however, the weighting remains as shown for each term.

Technology Mandatory Course Outcomes

A Student:

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.

Visual Arts

Component	Task 1	Task 2	Task 3	Weighting %
Timing	**Term 2, Week 2**	**Term 3, Week 8**	**Term 4, Week 2**	
Nature of Task	**Art Making** Animal Instinct ☐ Home Task ☑ School Task	**Dully Archies** **Art Making** Portraits – Dully Archies ☐ Home Task ☑ School Task	**Written Task** Pop Art ☑ Home Task ☑ School Task	
Outcomes	4.3, 4.4	4.1, 4.2, 4.5	4.7, 4.8, 4.10	
Task Weighting %	**20**	**40**	**40**	**100**

Visual Arts Course Outcomes

A Student:

4.1 uses a range of strategies to explore different art making conventions and procedures to make artworks.

4.2 explores the function 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.

4.7 explores aspects of practice in critical and historical interpretations of art.

4.8 explores the function of and relationships between 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.

Dulwich High School of Visual Arts & Design

Illness/Misadventure Form

Name: _____ Course: _____ Year _____ Class _____

Name of Assessment Task: _____ *Nature of tasks (please circle) Examination*,

Performance, Assessment Task No _____ *Performance, Practical Task, Speaking Task,*

Task, weighting _____ *Writt*en T*asks, Viewing Assignment, Research*

Date Due _____ *Activity*, *Portfolio, Field Work.*

Class Teacher _____

To be completed by the student **Section A**

Outline reasons for this application for Illness/Misadventure and attach relevant documentation. (e.g., medical certificate)

_____

_____

_____

_____

Parent/Carer Signature _____ Student Signature _____

Date: _____ Date: _____

To be completed by the Head Teacher **Section B**

Head Teacher's name: _____ Faculty _____ Course _____

Receipt date of illness/Misadventure form; _____

Task submitted/completed ☐ Yes ☐ No Date completed _____

Date of rescheduled task _____

Comments: _____

☐ **Resolution accepted** HT Signature _____

To be completed by Deputy Principal **Section C**

☐ **Resolution accepted** ☐ **Resolution rejected**

Comments _____

Deputy Principal signature _____ Date: _____