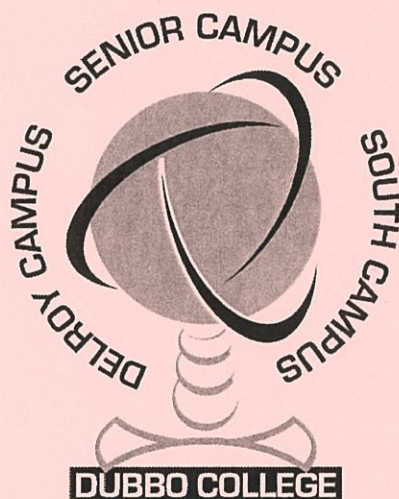


DUBBO COLLEGE

SOUTH CAMPUS



YEAR 7 ASSESSMENT

BOOKLET

Term 1

2017

Year 7 Assessment Tasks

Term 1 2017

Subject	Assessment Task Title	Week Due	Weighting	Assessment Type
English	Report: Narrative forms and features	17.3.17	15%	Report
History	Task 1: The Ancient World	3	15%	In class Task
	Task 2: The Mediterranean World	8	35%	Source Analysis
Mathematics	Integers, Fractions, Decimals and Percentages	10	20%	Exam
Science	Working Scientifically	7/8	20%	Practical Task
Music	Part A: Introduction to Music	7	25%	Exam
Music	Part B: Introduction to Music	9	25%	Performance
Visual Arts	Part 1 Critical and Historical Study	6	10%	In Class -Written
Visual Arts	Part B – Material and Conceptual Practice and the Frames	7	15%	Art making
PDHPE	Riding the Rollercoaster	6-8	20%	In Class Task
Technology Mandatory	Task 4: Built Environment, Product, Information and Communication	10	25%	Product and Folio

ENGLISH**Assessment Task 1 Weighting: 15%****Date: Friday the 17th of March 2017****Syllabus Area Reading/Writing****Type of Task Report – Narrative Forms and Features****Task Description**

Produce a report outlining and explaining how the novel you have studied in class has followed narrative forms and features.

Within your report you must explain how your novel has conformed to narrative conventions in terms of the following:

- Plot Structure
- Use of Character
- Setting
- Themes

Please Note:

1. Each dot point needs to be a new subheading within the report.
2. You will need to write one paragraph concerning what the narrative convention is for each of the dot points and one paragraph explaining how the novel you have studied has followed this form or feature.
3. You must include evidence from the text in the form of quotations to demonstrate your understanding.
4. You are permitted to include visual representations to enhance your information such as graphs or flow charts.
5. You will be given some time to work on this in class.
6. The report is not to exceed 1500 words.

You will be assessed on your ability to:

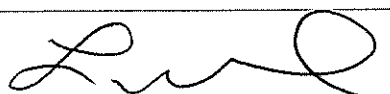
- Understand the structural requirements of a narrative and identify how they have been realised in a text
- Identify the use of character within a narrative
- Identify the setting of a narrative in terms of time period and location
- Appreciate the way in which themes have been represented in a text.
- Follow the requirements of a report as outlined in the task

Outcomes being assessed:

EN 4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN 4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts

EN 4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose text

Head Teacher signature:**Date:**

32/1/17

HISTORY

Assessment Task Number 1 **Weighting:** 15% **Date:** Week 3 Term 1

Syllabus Area: The Ancient World - The Mediterranean World: Egypt

Type of Task: In Class: Literacy

Task Description

Students will be asked to answer the following question in class using SEAR paragraph structure.

Choose one of these groups/roles to answer the following question:

1. The Pharaoh
2. Nobility
3. Women

Question: Explain the role of ONE key group/role in ancient Egypt.

You will be assessed on how well you:

- outline how the ancient society was organised
- outline the everyday life of men, women and children in the ancient society
- use SEAR paragraph structure

Outcomes being assessed:

HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies

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

Head Teacher signature:



Date:

1/2/2017,

HISTORY

Assessment Task Number 2 Weighting: 35% Date: Week 8 Term 1

Syllabus Area: Depth Study 2: The Mediterranean World - Egypt

Type of Task: Source Analysis Task

Task Description

Students will be provided time to answer Parts A and B in class. Teachers will scaffold, practice and teach the content required for Part C. However, students will need to complete this section in their own time outside of school.

Parts A, B and C will be presented in a 'Booklet' style format.

There will be 3 sections to this Assessment Task:

- ☐ Part A - Source skills study (5 marks)
- ☐ Part B - Source analysis (10 marks)
- ☐ Part C - Extended response (20 marks)

Question:

Explain the roles of a key group in Ancient Egyptian society, including the influence of law and religion.

You will be assessed on how well you:

- Outline how the ancient society was organised and governed
- Explain the roles of appropriate key groups in the ancient society
- Explain the everyday life of people in the ancient society

Outcomes being assessed:

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

Head Teacher signature:



Date: 1/2/2017

MATHEMATICS**Assessment Task 1****Weighting: 20%****Date: Week 10 Term 1****Syllabus Area:** Integers, Fractions, Decimals and Percentages**Type of Task:** Examination

50 Minutes

Task Description:

This examination will consist of the following topics;

- ☐ Non-Calculator
- ☐ Short answer response- Topic: Integers
- ☐ Short answer response- Topic: Fractions, Decimals and Percentages

You will be assessed on how well you:

- Demonstrate knowledge, skills and understanding in mental and written computation and numerical reasoning.
- Recognises the properties of special groups of whole numbers and applies a range of strategies to aid computation
- Demonstrate knowledge, skills and understanding in positive and negative numbers
- Demonstrates an understanding of mathematical operations involving Fractions, Decimals and Percentages

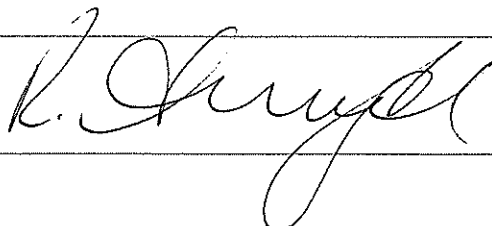
Outcomes being assessed:

MA4-1WM - Communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols

MA4-4NA - compares, orders and calculates with integers, applying a range of strategies to aid computation

MA4-5NA - operates with fractions, decimals and percentages

Head Teacher signature:



Date:

SCIENCE

Assessment Task Number: 1**Weighting: 20%****Date: Term 1 Week 7/8 2017**

Syllabus Area: Working Scientifically

Type of Task: Practical Task

Task Description:

Your task is to conduct an experiment relating to friction and moving objects.

Students will be given an experiment guide (on paper) to complete while they perform the experiment.

The teacher will also observe students and grade them on their practical performance.

This task is to be completed in class at a time identified by the class teacher.
Students will be given notice of this time.

You will be assessed on how well you:

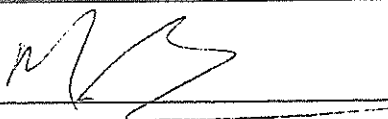
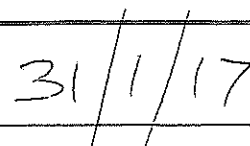
- Perform the experiment safely in a group
 - Make accurate observations and record results
 - Draw a graph of your results
-

Outcomes being assessed:

WS6g: assessing the method used and identifying improvements to the method

WS6e: recording observations and measurements accurately, using appropriate units for physical quantities

WS9a: presenting ideas, findings and solutions to problems using scientific language and representations using digital technologies as appropriate

Head Teacher signature:**Date:**

MUSIC

Assessment Task: 1-Part A Weighting: 25%**Date: Term 1 Week 7**

Syllabus Area: Introduction to Music

Type of Task: In class aural and theory Examination

Task Description:

You will complete a written test.

Students will learn about these aspects of the course content:

- Musical concepts and their definitions
- Traditional Notation note values
- Notes in bass and treble clef

Students will learn to apply these aspects of the course content:

- Aural identification of musical concepts.
- Correctly draw traditional notation.

You will be assessed on how well you:

- Demonstrate Musical addition.
- Complete bars using traditional notation.
- Identify musical concepts and definitions.
- Identify instruments in music.
- Identify musical structures.

Outcomes being assessed:

- 4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
- 4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
- 4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
- 4.10 identifies the use of technology in the music selected for study, appropriate to the musical context

Head Teacher signature:**Date:***1 Feb 2017*

MUSIC

Assessment Task: 1 –Part B Weighting: 25%**Date: Term 1 Week 9**

Syllabus Area: Introduction to Music

Type of Task: In class performance

Task Description:

You will choose a piece that you have learned in class as part of the unit "Introduction to Music" and perform it for the teacher either as a soloist or as part of a group.

Suggested steps for completing this assessment task:

1. Choose a piece of music based on skills learnt in class.
2. PRACTISE your piece so you can perform with confidence.
3. REHEARSE together as a group/soloist concentrating on the start and the end so your piece sounds completed. Discuss the STRUCTURE of your performance
4. Create a recording or video of your performance so that you can evaluate how you have performed and any improvements you could make before the actual assessment task.
5. Perform as an ENSEMBLE/SOLOIST for your teacher to be marked.
6. Complete the STUDENT ASSESSMENT REFLECTION TASK and hand in to your teacher.

You will be assessed on how well you:

- Perform demonstrating use of relevant EXPRESSIVE TECHNIQUES linked to STRUCTURE and DYNAMICS
- Perform demonstrating stylistic manipulation of STRUCTURE, DURATION and PITCH.
- Demonstrate links between technique and stylistic interpretation through the use of EXPRESSIVE TECHNIQUES and DYNAMICS.

Outcomes being assessed:

- 4.1 perform in a range of musical styles demonstrating an understanding of 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 demonstrating solo and/or ensemble awareness.
- 4.12 demonstrate a developing confidence and willingness to engage in performing, composing and listening experiences.

Head Teacher signature:**Date:***1 Feb 2017*

VISUAL ARTS

Assessment Task: 1 – Part A **Weighting: 10%** **Date:** Term 1 Week 6

Syllabus Area: Critical and Historical study

Type of Task: In class, written description of an artwork

Task Description: Part A

Students will learn about these aspects of the course content:

Practice:

- **Material Practice** – describe the materials and how the artist used them
- **Conceptual Practice** – describe the concepts/ideas in the artwork.

Frames:

- **Subjective** - describe the emotion, memories, associations and their own opinion of the work
- **Structural** - identify the elements, materials and signs and symbols of the work
- **Cultural** - identify the relevance of the place and time the artwork was made.
- **Postmodern** - show how the artist: challenges the conventions of practice, appropriates, uses irony/parody or recontextualises something.

Students will learn to apply these aspects of the course content:

Students will describe the Practice of an artist using the Frames.

200 words with artworks, annotations.

- Describe the Artist's Practice in the artwork
- Use language of the Frames in the description

You will be assessed on how well you:

- identify and describe the materials and concepts in the artwork.
- describe the work Subjectively, Structurally, Culturally and its Postmodern aspect/s.

Outcomes being assessed:

- 4.7 explores aspects of practice in critical and historical interpretations of art
- 4.9 begins to acknowledge that art can be interpreted from different points of view

Head Teacher signature:



Date:

1 Feb 2017

VISUAL ARTS

Assessment Task: 1 Part B**Weighting:** 15%**Date:** Term 1 Week 7

Syllabus Area: Material and Conceptual Practice and the Frames

Type of Task: Artmaking practical task and Visual Arts Process Diary hand-in

Task Description: Part B**Students will learn about these aspects of the course content:****PRACTICE:**

- **Material Practice:**
Brainstorming and planning the material ideas in their Visual Arts Process Diary
- **Conceptual Practice:**
Brainstorming ideas for their artwork that match the theme of the task.

FRAMES:

- **Subjective** – Show; emotion, memories, associations and your own aesthetic
- **Structural** – uses signs and symbols and considers skills and materials.
- **Cultural** - shows place and/or culture in planning and artmaking
- **Postmodern** - challenges the conventions of practice, appropriates, uses irony/parody or recontextualises something.

Students will learn to apply these aspects of the course content:

Students will complete at least one artwork with designs and planning in the Visual Arts Process Diary

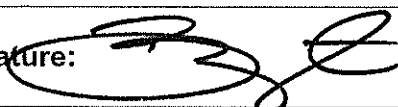
- Investigate different forms of Material and Conceptual Practice set by the teacher
- Use the Frames when planning and developing resolved original artwork/s.

You will be assessed on how well you:

- use the Visual Arts Process Diary to plan and document artwork/s.
- Create aesthetically pleasing, interesting and personal artwork/s, referring to their 'culture' that challenges conventions

Outcomes being assessed;

- 4.1 uses a range of strategies to explore different art making conventions and procedures to make artworks
- 4.3 makes artworks that involve some understanding of the frames

Head Teacher signature:**Date:**1 Feb 2017

PDHPE

Assessment Task Number 1 Weighting: 20% Date: Term 1, Week 6 - 8

Syllabus Area: Self & Relationships

Type of Task: Facing New Challenges: Case Study

Task Description:

This is an in class based assessment that has two sections:

Part A

In class students will study an individual who has demonstrated resilience and overcome significant challenges to achieve at a high level. Students are expected to answer the following questions.

1. **Identify** the Individual.
2. **Outline** the challenges they faced.
3. **Explain** how they overcame their challenges and demonstrated resilience.

Part B

Students will reflect on their own life experiences to answer the following questions;

1. **Identify** possible challenges and experiences in high school that will require resilience.
2. **Describe** a time when you have displayed resilience.
3. **Propose** strategies on how to develop your resilience.

This is an in class based assessment task. Students will receive work booklets and instructions in class.

You will be assessed on how well you:

- Describe the challenges faced by the individual
- Explain how they overcame their challenges and demonstrated resilience.
- Reflect on life experiences and future challenges.
- Propose strategies to develop resiliency.
- Responses are clear and logical

Outcomes being assessed:

- 4.2 A student identifies and selects strategies that enhance their ability to cope and feel supported.
- 4.12 Assesses risk and social influences and reflects on personal experience to make informed decisions.

Head Teacher signature:**Date:** 2/2/17

TECHNOLOGY MANDATORY

Assessment Task Number: 1**Weighting: 25%****Date: Term 1 Week 10**

Syllabus Area: Built Environment, Product, Information and Communication

Type of Task: Practical work & Portfolio

Task Description

- ☐ Students will be provided with a Design Challenge related to one of the following syllabus areas: Built Environment, Product, Information and Communication.
 - ☐ From this, students will work through the design process to develop an appropriate solution.
 - ☐ They will develop their knowledge and understanding of the focus area and apply a range of skills and techniques using relevant equipment and technology.
- ☐ For each area of study students will be required to complete the following:
 - ☐ Practical Project 15%
 - ☐ Design Folio 10%

You will be assessed on how well you:

- produce your practical project/design solution to meet the needs of the brief.
- prepare a design folio to describe and outline the processes undertaken in the development and production of your practical projects.
- select and use personal protective equipment and use equipment safely.
- define specialist terms and produce a glossary

Outcomes being assessed:

- 4.1.1 applies design processes that respond to needs and opportunities in each design project
- 4.1.2 describes factors influencing design in the areas of study of Built Environments, Products, and Information and Communications
- 4.1.3 identifies the roles of designers and their contribution to the improvement of the quality of life
- 4.2.1 generates and communicates creative design ideas and solutions
- 4.2.2 selects, analyses, presents and applies research and experimentation from a variety of sources
- 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
- 4.4.1 explains the impact of innovation and emerging technologies on society and the environment
- 4.5.1 applies management processes to successfully complete design projects
- 4.5.2 produces quality solutions that respond to identified needs and opportunities in each design project
- 4.6.1 applies appropriate evaluation techniques throughout each design project
- 4.6.2 identifies and explains ethical, social, environmental and sustainability considerations related to design projects

Head Teacher signature:**Date:** 1/2
