

# St Patrick's College Sutherland



## Year 7 Assessment Handbook 2016

Issued February 2016

# ST PATRICK'S COLLEGE, SUTHERLAND

## ASSESSMENT HANDBOOK

Year 7

2016

### INTRODUCTION

This assessment handbook provides information to parents and students about a range of assessment and reporting matters such as:

- The scheduling and weighting of formal assessment tasks to be conducted in each subject in Year 7 over the duration of the 2016 year.
- Standards-Referenced Assessment and how grades are determined.
- Rules and regulations regarding the completion of assessment tasks.
- Details of Reporting.
- Other relevant information about assessment and reporting.

### ASSESSMENT AND ITS PURPOSES

Assessment is the process of identifying, gathering and interpreting information about students' learning in order to provide evidence of satisfactory completion of a course. Assessment also helps teachers and students to evaluate the effectiveness of the teaching-learning process and the quality of the teaching program.

The common purposes of assessment in all subjects are: (1) to provide reliable information about student progress and achievement in each course in relation to common standards; and (2) to report on the standard of performance attained at any nominated point in time, particularly at the end of a Semester, or the end of a Stage of schooling (Stage 4 – Years 7 and 8; Stage 5 – Years 9 and 10).

### STANDARDS-REFERENCED ASSESSMENT

#### ***STANDARDS-REFERENCED ASSESSMENT: What is it?***

All schools in NSW adopt what is known as a standards-referenced approach to assessment and reporting. Teachers collect assessment data on the achievement of each student. They then use this data and their professional judgement to decide which grades best match the standards their students have achieved.

## HOW ARE GRADES DETERMINED AND ALLOCATED WITHIN A STANDARDS-REFERENCED FRAMEWORK?

### USE OF THE COMMON GRADE SCALE

The grading scale lets teachers report student achievements in terms of clear, common standards. The Common Grade Scale describes performance at each of five grade levels.

### THE COMMON GRADE SCALE

<b>A</b>	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b>	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

### USING STANDARDS

- There are two aspects to standards. These can be thought of in terms of both what and how well the student has learned. The NSW Syllabuses state what students at each stage are expected to learn. The Grade Scale summarises how well students achieve at each grade by describing:
  - the depth of knowledge and understanding
  - and
  - the range of skillswhich students at that standard typically show.
- Teachers use work samples, other advice and support materials provided by the Board of Studies Teaching and Educational Standards (BOSTES), as well as their professional experience.
- The collection of samples of student work provided by the Board demonstrates what standard can be typically expected from students at a particular grade level by the end of a Stage (Years 7 and 8 – Stage 4; Years 9 and 10 – Stage 5). Such samples come from a range of schools and have been graded by teams of experienced and practicing teachers.

## **ALLOCATION OF GRADES**

- Allocating of grades requires teachers to use their on-balance judgement in relation to standards. This is a key professional skill.
- An on-balance judgement does not come from observation of a single piece of work such as an end of Semester test. Teachers weigh up the information collected for a student up to the time of compilation of the Half-Yearly/Yearly Report. This information will come from formal assessments and informal observations and will be built up over time and in different situations.
- Teachers are not limited to set numbers of grades within their class or school. For example, if all students adequately demonstrate the achievement of a standard typical of a particular grade, then all students in that course may be awarded that grade.
- A grade does not label a student, it labels a standard.
- In courses that continue for two semesters (e.g. Religious Education, English, Mathematics, Science, History and PD/Health/PE), a student who achieves a Grade C in both semesters has actually made progress.
- Between the two reporting periods the student will have learned new knowledge and skills of a more advanced nature. In Semester 1 (Half-Yearly Report) the Grade C achieved may have been at the lower end of the standard but by the end of the second semester (Yearly Report) the student's work may reflect a higher standard within the descriptor range for that grade. They may even achieve a Grade B by the second semester and this would reflect very significant progress.
- Parents and students must understand that within a standards-referenced approach to assessment and reporting, the marks achieved in formal across-the-year tasks or tests, whilst significantly contributing toward the student's final grade, are not necessarily what determine the final grade. The teacher must use all of the data gathered (including formal assessment task marks, informal assessment and teacher observation throughout a semester) and make a professional judgement as to how well such data matches or aligns to a particular grade descriptor.

## **SATISFACTORY COMPLETION REQUIREMENTS**

A student is considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

1. followed the course developed or endorsed by the Board;
2. applied themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

## **THE ASSESSMENT TASK CALENDAR**

- The Assessment Task Calendar (supplement) indicates the specific date for every formal assessment task. This calendar will also be published on the College website.

## **TASK WEIGHTINGS AND TYPES OF TASKS**

### ***TASK WEIGHTINGS***

Also included in the calendar is information about the relative weighting of each task toward a student's grade. In most cases, tasks completed toward the end of a semester will attract a higher weighting than those completed earlier.

- For most courses there will be at least four, perhaps five, formal assessment tasks that may be weighted from 10% to 40% toward the Yearly Grade.
- Technology (Mandatory), Visual Arts and Music are semesterised courses and hence only run for two terms. These courses will generally have two or three tasks over the semester and may be weighted from 10% to 50%.

### ***TYPES OF TASKS***

Some scheduled tasks are 'set', that is, they will be done in class under test type conditions. Others will be 'due', that is, they are take-home type tasks which are to be completed at home and handed in on a particular date.

## **NOTIFICATION OF TASKS**

- In all cases, students would have been given 2 weeks written and verbal notification about the nature of any formal task, including details about what will be assessed and how it will be assessed.
- The number of tasks in any one week will vary but will always be greater toward that time during which teachers are required to begin the compilation of the Half-Yearly/Yearly Report. This is usually some weeks out before the end of Term 2 and Term 4. Students need to manage their time effectively in the lead up to and during those weeks in which there is a concentration of scheduled formal assessment tasks, many of which may be in the scheduled exam weeks.
- Assessment tasks will be emailed to all students and in some cases may also be distributed in hardcopy. Assessment tasks will be discussed in class on the first day of notification. Students are advised to check their college email on a twice daily basis.
- Unless otherwise directed, students will be required to submit completed assessment tasks to the class teacher at the beginning of the lesson during normal class time on the set date or due-by date and must again sign an official subject register as proof of submission.
- Assessment tasks will be returned to students within two weeks from submission date.

## **STUDENTS REQUIRING LEARNING SUPPORT**

Students requiring learning support will have assessment tasks modified where permitted.

Modifications to such tasks will be done in consultation with the Student Enrichment Department.

Should students requiring learning support or their parents have any concerns about an assessment task, they are to contact Student Enrichment Department and/or Director of Studies.

## PROCEDURES FOR ABSENCE DUE TO ILLNESS OR MISADVENTURE

If a student is unable to attend school on the day of a Task, or submit a particular Task on or by the set date of that Task for reasons of illness or misadventure, the following procedures must be followed:

**1. The particular Studies Co-ordinator must be notified on, or before, the morning of the task or task due-by date.** If the absence is foreseeable, the notification should be made before the day of the task. The Studies Co-ordinator can be notified by phone or email and contacted at school from 8.30am (refer to your son/daughter's student diary for the list of Studies Co-ordinators). If for some reason the Studies Co-ordinator is unable to speak with the student or parent, a message may be left on the Director of Studies telephone message bank (9542 9026).

**2. In all cases of absence involving illness or misadventure, the student must complete and submit the College 'Student Illness/Misadventure Form' available on the College website via**

[www.stpatscoll.nsw.edu.au/About-Us1/Policies-Documents-and-Forms](http://www.stpatscoll.nsw.edu.au/About-Us1/Policies-Documents-and-Forms)

**together with medical certificate and/or other relevant documentation\* (see over for more detail) to the relevant Studies Co-ordinator before the commencement of the student's first period on the day of his or her return to school.**

The day or days absent must be indicated on the documentation. Any documentation which does not include such details may result in a zero determination.

**3. Absence due to out-of-school appointments:** Unless totally unavoidable, an out-of-school appointment made on the set-date of an assessment task, or the date a task is due, **is not an acceptable reason for absence.** If such a situation arises, a student must still provide '**other acceptable documentation**' \* (see over). Such documentation would either be presented before the appointment, if it was known, or immediately upon return to school (**as outlined in 1 & 2 above**). If prior notice of the appointment is unable to be given, the student, parent or guardian must telephone the Director of Studies on the day of the appointment informing of the student's circumstances. Failure to comply in this regard may result in a zero determination for that assessment task.

**4. If absence occurs during an examination period:** A student must contact the Director of Studies on 9542 9026 on the first day of absence. Upon return to the College, the student is to report to the Studies Co-ordinator or Examination Supervisor for consultation about appropriate alternatives in order to meet assessment requirements. Failure to report immediately on the first day of return may result in a zero determination. The student must also present the required documentation (**as outlined in 2 above**).

**5. Late submission penalties:** The late submission of assessment tasks will incur a percentage mark penalty based on the total mark possible for the task. The penalties will be as follows:

- One lesson late - 20%
- Two lessons late - 50%
- Three lessons late - zero

It is a requirement of the College that all students must complete all assessment tasks unless they are on a pre-determined modified assessment program.

**6. In the case of a student requiring Special Leave:** Special Leave is leave of absence granted to a student who will be absent from school for more than three school

days in order to attend holidays with family outside of normal school holiday time, or who may have non-school sporting or other commitments requiring extended absence. Such students must **apply in writing at least two weeks in advance** to the School Principal for permission to be absent from school. A 'Certificate for Exemption from Attendance at School' form must be obtained from the Student Office. The completed application must be first presented to the relevant Studies Co-ordinators, then to the Assistant Principal for perusal and finally approved by the Principal, before the student takes leave. Decisions about any missed Tasks during the time of Special Leave will be at the discretion of the relevant Studies Co-ordinator, in consultation with the Director of Studies.

*\* 'Other acceptable relevant documentation' includes such things as funeral notices, police reports (e.g. in the case of a reported motor vehicle accident), hospital or other equivalent professional documentation. Letters from parents providing specific reason for absence are acceptable in Year 7 (where a pattern of absence develops on the days of scheduled assessment tasks, such a student may be required to present a Doctor's Certificate.) A completed 'Illness Misadventure Form' must accompany all of the above.*

*If the documentation for a missed Task is acceptable, the Subject Co-ordinator will determine the appropriate course of action in order that assessment requirements are met.*

## **MALPRACTICE AND THE SUBMISSION OF NON-AUTHENTIC WORK**

Malpractice means any form of cheating, plagiarism, or deliberate attempt to gain advantage over other students in an assessment task. **Any kind of malpractice will result in an immediate zero being awarded.** Some examples of malpractice include the following:

- Claiming as their own work any part of a take-home assessment task that has been transferred by electronic means from one student to another (in such cases, both students may be guilty of collusion). **Students may provide advice to each other but any final written presentation (be it a set of notes, and/or short answers, and/or essay) must be the individual's own work. The same procedures apply to oral presentations.**
- **\*\*\* Parents, siblings and tutors may discuss a task, advise, direct the student to information sources, or read over drafts for grammatical or spelling errors, but never write or dictate any part of an assessment task for a student and allow them to claim it as their own work.**
- Completing or preparing work on a due or set assessment task during another subject lesson.
- Deliberately coming late to school on the day of a task in order to make more time available for preparation and/or presentation of the task.
- Using downloads of information from the Internet or copying large sections from books and other sources without acknowledgement of the source or author.
- Any form of cheating during an in-class test.
- Breach of examination rules for procedures. **(see over)**

## **EXAMINATION RULES Years 7-10**

1. Students must wear full school uniform during examinations. A student who attends an examination out of correct school uniform will NOT be allowed to sit for that exam and will be sent home by the Year Co-ordinator.
2. Students are required to line up in designated area before the examination begins.
3. Students who are not able to attend an examination through illness or misadventure are to ring the school office and leave a message for the Director of Studies.
4. A student who arrives late for examination will not receive extra time beyond the scheduled finishing time.
5. All bags are to be left outside the examination room, unless otherwise informed.
6. NO MOBILE PHONES are permitted in the examination room.
7. Students are to sit in the allocated place in the examination room.
8. Students MUST write in blue or black biro.
9. Students are NOT permitted to talk or engage in distracting behaviour in the examination room. No communication of any type is permitted in the examination room.
10. Students are not to start writing until they are told to do so and must stop writing immediately when told to do so.
11. Students are to write their name on every booklet.
12. Students are to attempt all required questions on the exam. Failure to do this could be deemed to be a NON GENUINE attempt at the examination.
13. Students will stay for the full time for each examination.
14. Students are not permitted to borrow anything from another student during the examination.
15. Students are not to bring any food or drink into the examination room unless they are approved provisions.

## **REPORTS**

### ***HALF-YEARLY AND YEARLY REPORTS***

- **In Years 7, 8 and 9 each** student will receive a Half-Yearly and Yearly Report. The grade that a student is awarded in the Half-Yearly Report is based upon the student's level of achievement as evidenced by the assessment tasks that have been completed to the point of time of report distribution. The Yearly Report Grade is based upon the entire published Assessment Schedule and is inclusive of the tasks covered in the Half-Yearly Report.

### ***AREAS OF ASSESSMENT***

- All tasks and other work completed during a semester will assist teachers to determine an appropriate grade and to indicate the levels of achievement in each Area of Assessment.
- Areas of Assessment will be listed on the official School Report and the level of achievement in each area will be indicated by way of a profile grid which consists of a five-level range of achievement from Elementary to Extensive.

### ***RELATIVE PERFORMANCE GRAPH***

- The Semester Report will also show a Relative Performance Graph. A student's aggregate score in scheduled formal assessment tasks will determine their placement in relation to other students on the Relative Performance Graph.
- This graph will show the approximate location within the 10-mark range that the student achieved but will not show the exact mark.

### ***PERSONAL PROFILE AND PASTORAL TEACHER'S COMMENT***

- A student's Half-Yearly/Yearly Report will also contain a Personal Profile grid that indicates the level of application and effort that the student has made in a number of areas related to learning and general conduct in each course.
- Such areas include participation in group-work; completion of homework; bringing of correct equipment; the extent to which the student has abided by the classroom code of conduct.
- As well as the Personal Profile there is a Pastoral Teacher's Comment that addresses such matters as regularity of attendance, punctuality, wearing of school uniform, involvement in school activities, etc.
- There is also a Subject Teacher's comment that provides recommendations and/or an appraising statement. Parents wishing further information should attend the Semester Parent/Teacher interviews or, if appropriate, contact the relevant subject teacher for further clarification.

## **HALF-YEARLY/YEARLY PARENT / TEACHER INTERVIEWS**

What should be the focus of such interviews? What other information is available about student performance and achievement other than what's on the report?

- The focus of such interviews should be about how well the student achieved the overall standard, the level of achievement in each area of assessment, what needs to be done to improve or maintain achievable standards, not about comparisons with other students.
- At Parent/Teacher interviews parents may ask for more details about a student's relative performance within the cohort.
- As indicated above, Parent/Teacher interviews are seen as an integral second part of the reporting process.

## **SCHOOL-HOME COMMUNICATION**

- At any time parents may contact the College to make an enquiry about assessment and/or student progress. The first point of contact is normally the student's Pastoral Co-ordinator, or in the case of subject specific issues, the Studies Co-ordinator responsible for that subject.
- The College Website also contains useful information on a range of school matters. The Year 7 Assessment Calendar is also available on the College Website.
- The Student Diary is perhaps the most important method of communication between school and home and should be checked regularly by parents, as well as teachers.
- Other information about curriculum matters such as assessment and reporting are often included in the weekly College Newsletter.



# St Patrick's College

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Telephone: 9542 9000 Facsimile: 9545 1820  
Website: www.stpatscoll.nsw.edu.au

## STUDENT ILLNESS/MISADVENTURE FORM

Years 7 – 12

Student Name: ..... PC Class: .....

I/We wish to submit an Illness/Misadventure form for the following subject(s)

Subject	Subject Teacher	Task Number	Date of Task due/set

My/Our lodgement is supported by the following documentation *(attach the relevant supportive documentation)*

*(please tick the appropriate)*

- Medical Certificate (preferable for all years, mandatory for Years 10, 11 & 12)
- Parental Letter of explanation (Years 7, 8 & 9 only)
- Other Evidence (please specify)

I/We have read and understood the relevant College Assessment Handbook surrounding illness/misadventure and the submission/sitting of assessment tasks. I/We believe that the supportive documentation (attached) meets the requirements for the lodgement of an illness/misadventure.

Student Signature: ..... Parent/Guardian Signature: .....

Date of Submission:    /    /

### Outcome *(College Use only)*

*(original retained by coordinator or Director of Studies for Years 10, 11 & 12, copy issued to student)*

*(please tick the appropriate)*

- Task will be marked in equity with cohort
- Task will be marked and mark will be validated upon completion of assessment program
- Task will be marked, however, late penalty will apply *(Years 7 & 8 only)*
- Task will be sat on the following date:    /    / mark will be validated upon completion of assessment program
- An alternative task will/has been organised *(see attached documentation)*
- Extension has been granted. New submission date is:    /    /
- Student is exempted from the task *(Director of Studies decision only)*
- The evidence submitted with this lodgement is either not sufficient or does not comply with the guidelines provided in the relevant College Assessment Handbook. Zero award will be issued

Coordinator Name: ..... Coordinator Signature: .....

Director of Studies Signature: ..... Date:    /    /  
*(Required for Years 10, 11 & 12)*

X.....

### STUDENT ILLNESS/MISADVENTURE RECEIPT

-  To be returned to student upon receipt of lodgement.
-  The student is to retain this receipt until the completion of the published assessment period

Student Name: ..... Receiving Coordinator: .....

Subject: ..... Coordinator Signature: .....

Date Received:    /    /



# St Patrick's College Sutherland



## Assessment Schedule Year 7 2016

**RELIGIOUS EDUCATION  
YEAR 7 ASSESSMENT SCHEDULE 2016**

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
DATE DUE	<b>DATE Term 1  Week 6</b>	<b>DATE Term 2  Week 5</b>	<b>DATE Term 3  Week 8</b>	<b>DATE Term 4  Exam Block</b>
Title/Nature of Task	What it means to be Catholic (Research Task)	Sacred Scripture (Creative Presentation)	Ways of Praying (Research Investigation)	Stewardship Affirming human dignity (Exam)
Percentage Weighting	25%	25%	25%	25%
Total Assessment Marks <b>100%</b>				

**ENGLISH  
YEAR 7 ASSESSMENT SCHEDULE 2016**

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>DATE DUE</b>	<b>DATE Term 1  Week 9</b>	<b>DATE Term 2  Week 9</b>	<b>DATE Term 3  Week 8</b>	<b>DATE Term 4  Exam Block</b>
Title/Nature of Task	Responding and Composing	Responding and Composing	Responding and Composing	Yearly Exam
Percentage Weighting	25%	15%	30%	30%
Total Assessment Marks <b>100%</b>				

**MATHEMATICS  
YEAR 7 ASSESSMENT SCHEDULE 2016**

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
DATE DUE	<b>DATE Term 1  Week 8</b>	<b>DATE Term 2  Week 5</b>	<b>DATE Term 3  Week 7</b>	<b>DATE Term 4  Exam Block</b>
Title/Nature of Task	Calculations with positive pIntegers / Angles and Angles Test	Calculations with positive and negative integers, Introducing integers test	Fractions, Decimals & Percentages and Time Test	Yearly Exam
Percentage Weighting	25%	25%	20%	30%
Total Assessment Marks <b>100%</b>				

**SCIENCE  
YEAR 7 ASSESSMENT SCHEDULE 2016**

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>DATE DUE</b>	<b>DATE Term 1</b>	<b>DATE Term 1 and 2</b>	<b>DATE Term 3</b>	<b>DATE Term 4</b>
	<b>Week 8/9</b>	<b>Ongoing</b>	<b>Week 6/7</b>	<b>Exam Block</b>
Title/Nature of Task	Practical Task	Evidence of Learning Tasks	Open-ended Research	Yearly Exam
Percentage Weighting	15%	25%	25%	35%
Total Assessment Marks <b>100%</b>				

**HSIE  
YEAR 7 ASSESSMENT SCHEDULE 2016**

	<b>HISTORY TASK 1</b>	<b>HISTORY TASK 2</b>	<b>GEOGRAPHY TASK 3</b>	<b>GEOGRAPHY TASK 4</b>
DATE DUE	<b>DATE Term 1  Week 7</b>	<b>DATE Term 2  Week 5</b>	<b>DATE Term 3  Week 6</b>	<b>DATE Term 4  Week 6</b>
Title/Nature of Task	Research Task	Half-Yearly Exam	Research Task	Yearly Exam
Percentage Weighting	20%	30%	20%	30%
Total Assessment Marks <b>100%</b>				

**PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION  
YEAR 7 ASSESSMENT SCHEDULE 2016**

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
DATE DUE	<b>DATE Term 1  Weeks 2-10</b>	<b>DATE Term 1  Week 10</b>	<b>DATE Terms 1/3  Weeks 2-10</b>	<b>DATE Term 4  Week 6</b>
Title/Nature of Task	Fitness Testing	Research Task 1	Practical Task Gymnastics	Yearly Exam
Percentage Weighting	20%	20%	25%	35%
Total Assessment Marks <b>100%</b>				

**MUSIC**  
**YEAR 7 ASSESSMENT SCHEDULE 2016**

	<b>Semester 1</b>				<b>Semester 2</b>			
	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>DATE DUE</b>	<b>DATE Term 1</b>	<b>DATE Term 1</b>	<b>DATE Term 2</b>	<b>DATE Term 2</b>	<b>DATE Term 3</b>	<b>DATE Term 3</b>	<b>DATE Term 4</b>	<b>DATE Term 4</b>
	<b>Week 5</b>	<b>Week 9</b>	<b>Week 3</b>	<b>Week 5</b>	<b>Week 5</b>	<b>Week 9</b>	<b>Week 3</b>	<b>Week 5</b>
Title/Nature of Task	Keyboard Performance	Keyboard Performance	Composition	Listening Test	Keyboard Performance	Keyboard Performance	Composition	Listening Test
Percentage Weighting	15%	20%	30%	35%	15%	20%	30%	35%
Assessment and Reporting Semesterised	Total 100%				Total 100%			

**VISUAL ARTS  
YEAR 7 ASSESSMENT SCHEDULE 2016**

	<b>Semester 1</b>				<b>Semester 2</b>			
	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>DATE DUE</b>	<b>DATE Term 1</b>	<b>DATE Term 1</b>	<b>DATE Term 2</b>	<b>DATE Term 2</b>	<b>DATE Term 3</b>	<b>DATE Term 3</b>	<b>DATE Term 4</b>	<b>DATE Term 4</b>
	<b>Week 6</b>	<b>Week 10</b>	<b>Week 4</b>	<b>Week 6</b>	<b>Week 6</b>	<b>Week 10</b>	<b>Week 4</b>	<b>Week 6</b>
Title/Nature of Task	Artmaking Drawing	Artmaking Painting	Critical & Historical Studies Research	Artmaking Ceramics	Artmaking Drawing	Artmaking Painting	Critical & Historical Studies Research	Artmaking Ceramics
Percentage Weighting	25%	20%	30%	25%	25%	20%	30%	25%
Assessment and Reporting Semesterised	Total 100%				Total 100%			

**TECHNOLOGY MANDATORY  
YEAR 7 ASSESSMENT SCHEDULE 2016**

	<b>Semester 1</b>			<b>Semester 2</b>		
	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TASK 5</b>	<b>TASK 6</b>
<b>DATE DUE</b>	<b>DATE Term 2</b>	<b>DATE Term 2</b>	<b>DATE Term 2</b>	<b>DATE Term 3</b>	<b>DATE Term 4</b>	<b>DATE Term 4</b>
	<b>Week 1</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 10</b>	<b>Week 3</b>	<b>Week 5</b>
Title/Nature of Task	Folio 1	Research 1 (Designers)	Practical 1	Folio 2	Research 2 (Impact of Technology)	Practical 2
Percentage Weighting	50%	10%	40%	50%	10%	40%
Assessment and Reporting Semesterised	100%			100%		