



Year 7 Assessment Guide 2022

INFORMATION FOR STUDENTS AND FAMILIES

Collaborating to
empower learners

YEAR 7 Assessment Information

This booklet is issued to all Year 7 students of Callaghan College Waratah Campus, Term one 2021. It has been prepared to provide students and their parents/carers with information on the assessment of Year 7 courses. Students are provided with an Assessment Schedule for each course studied, in this booklet and on Canvas.

Assessment Policy

1. Course work and assessment tasks

This booklet includes each faculty's assessment schedule. It is a student's responsibility to check their assessment schedule. The schedule will contain:

- how they will be assessed
- what term and week it will be assessed
- the weighting system applicable to components of each course.

2. Notification of assessment are provided in this book

- Students will be **notified of an Assessment Task is due at least 2 weeks prior to the due date**. This will be supported by the Task being uploaded to our online platform, CANVAS.
- Students will either **log that they have accessed the Task through CANVAS** or **sign and date the Assessment Task Record Sheet** kept by the class teacher.
- Students who have been absent from school should check on CANVAS and, on every occasion, ask the teacher if assessment information has been given out, immediately on return to school. The extension time will not be granted unless there are exceptional circumstances.

3. Submission of an Assessment Task

- Tasks must be uploaded to CANVAS or submitted to the classroom teacher on the due date.
- Students will have the **time and date of submission recorded on CANVAS** if they are instructed to use this avenue or sign and date the assessment Task Record Sheet kept by the class teacher to receipt their submission of the task.
- **If the task is unable to be uploaded** to CANVAS and the teacher is absent or unavailable then the task **must be submitted to the relevant Head Teacher** or, in cases where that is not possible, the Deputy Principal. **If the teacher is absent and they hand the task to the Head Teacher or Deputy they must ensure they sign a receipt to acknowledge the submission** of the task.
- Students are required to make a **genuine attempt** at all assessment tasks and **complete them on time**. If this does not occur a student may be in danger of not meeting the Course Completion Criteria and will receive official warnings, such as a Faculty Notification Letter, in order to give them the opportunity to correct the problem.

4. Return of an Assessment Task

What should happen when I get my assessment task back?

Students will have the time and date of submission recorded through CANVAS or will sign the Assessment Task Record Sheet to acknowledge the teacher returning the assessment task. If they wish to appeal the mark, they must do so before they leave the room of the teacher returning the task. The teacher must give students time to reflect on the mark and time to check the paper e.g. the addition of marks and the total or request for re-marking.

5. Special Provisions

Should I apply for Special Provisions?

Learning and Support Teachers will assist students to make an application for special provisions. Staff will support student learning/assessment through adjustments in class and differentiation of assessment tasks which reflects individual student needs.

6. Late Submission or Non-Submission of an Assessment Task

Assessment tasks must be completed and submitted before or on the due date.

What happens if I hand in my Assessment Task late?

- Tasks not submitted by the due date must still be completed. When submitted, a written explanation should be attached.
- Tasks submitted late will be marked. The student will receive feedback from their teacher.
- If there is not a reasonable written explanation supported by the Head Teacher then the task will be considered as a "late submission".
- Late submission will be accrued with each school day after the due date. A deduction of 10% of marks or similar grading will be taken from the overall mark/grade awarded for each day after the due date.

(a) Note of Reasonable Explanation to the Teacher may include:

- Illness or accident such as sickness or physical injury suffered directly by the student that allegedly affected the student's performance in the assessment task or the student's ability to complete the task.
- Misadventure such as any event or happening beyond the student's control, which allegedly affected the student's performance in the assessment task or the student's ability to complete the task e.g. death or serious illness of a family member, flood, fire or accident. (Social functions and holidays are not acceptable reasons).

Failure to submit a written explanation and/or direct phone call to teacher from parent/caregiver will be interpreted as an admission that the student can offer no valid reason for late assessment and a deduction of marks/grades will be enforced.

(b) Illness during the sitting of a Task

If a student becomes ill during the sitting of a task, **the teacher/supervisor should be informed immediately** and the teacher will note this on the student's paper.

(c) Excursions and/or representing the School when a Task is due

If a student is participating in an excursion or representing the school on the day an assessment task is due, then **the task should be presented before** the planned activity. If the task is a test on the excursion day, then alternate arrangements should be made with the teacher prior to the excursion.

7. Unsatisfactory participation in a course/classwork and assessment tasks

I. Malpractice / Offensive or Non-Serious Attempt at Tasks or Course Work

Malpractice is any activity that **allows a student to gain an unfair advantage** over other students. It includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as their own
- Using material directly from books, journals, CDs or the internet without reference to the source
- Building on the ideas of another person without reference to the source
- Buying, stealing or borrowing another person's work and presenting it as their own
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgment
- Paying someone to write or prepare material
- Breaching school examination rules e.g. communication with other students during an examination
- Using non-approved aides during an assessment task
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice.

Any student participating in malpractice will be awarded zero marks for the task. Tasks should have correct referencing for sources used.

If a student is found to be truanting the day/period a task is due or truanting classes to complete a task, **a mark of zero may be awarded.**

Should a student submit an assessment task which is offensive and/or vulgar then a mark of zero will be awarded.

8. Conduct during tests and examinations

How should I behave in a test or exam?

- Be on time
- Bring the necessary equipment (pen, pencil, eraser)
- Be polite to teachers and students
- Follow instructions and day to day school rules
- Sit quietly and don't disturb other students
- Make a serious attempt at all questions
- Only begin writing when instructed
- Stop writing when asked
- Leave all electronic devices – mobile phones, MP3 players, etc. in bags
- Leave all exam papers in the exam room

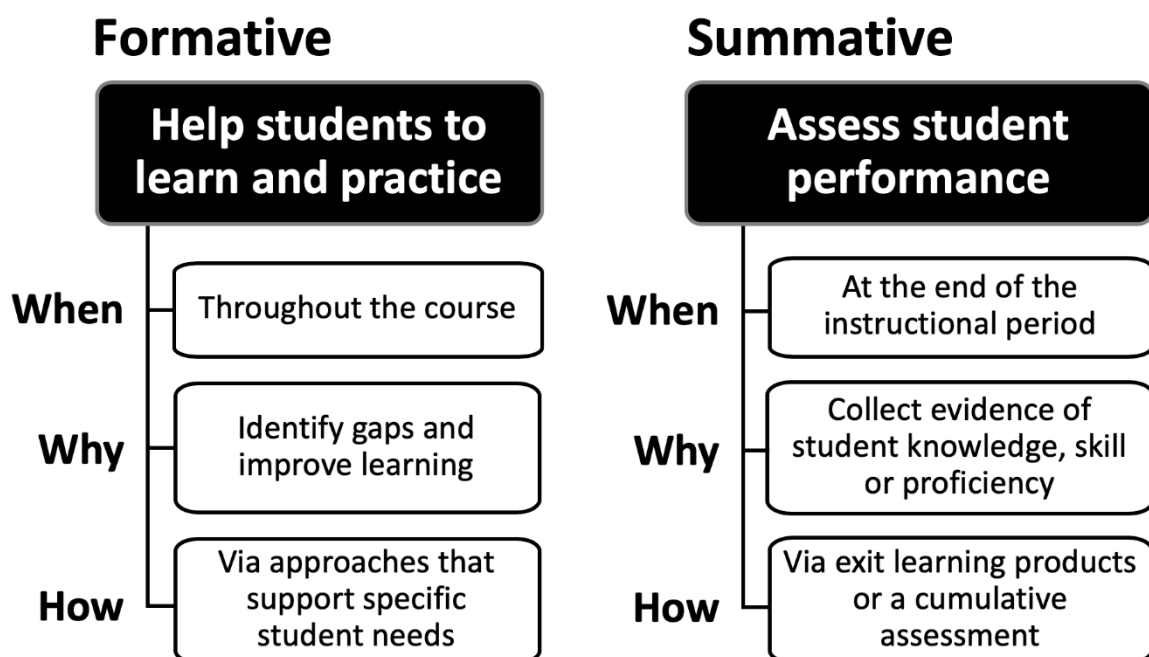


Combined Scope and Sequence of Learning

At Callaghan College Waratah Campus we are focused on your learning journey. We have restructured our assessment processes to give you more immediate support with those concepts and processes you are struggling with and provide extension in those areas in which you are thriving!

You will find there are **more informal or formative assessments** throughout your lessons and **less larger, formal or summative tasks** in your first year of high school.

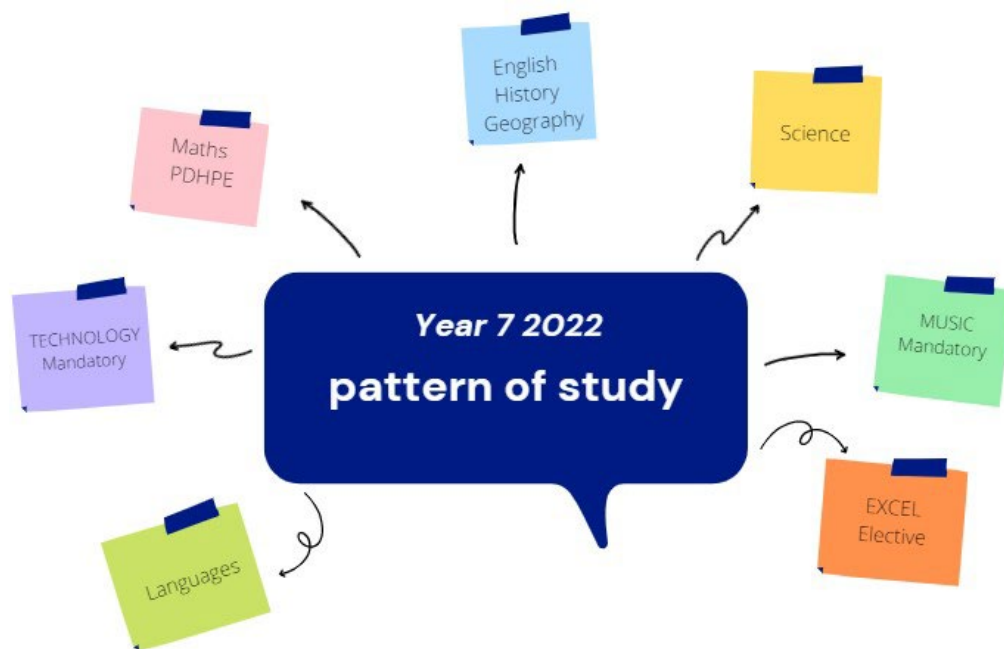
This doesn't mean that the informal tasks are not as important as the bigger assessment tasks because they provide vital information so your teachers can track your progress towards the course outcomes or the skills and knowledge needed to successfully complete a course. Your teachers will use them to assess the skill sets needed to complete and succeed in larger or more formal tasks. The information collected in these regular formative tasks help your teacher to address your individual learning needs and to accurately report on your progress to your parents.



Source: IOWA STATE UNIVERSITY <http://www.iastate.edu>

Our Middle School approach where core subjects are grouped together and content is integrated aims to deepen student understanding. In some cases students will complete one summative task that encompasses the outcomes of two subjects. While subject matter is integrated throughout subjects, individual course outcomes are addressed in learning programs to ensure all children have the required knowledge, understanding and skills to progress their learning.

In addition, all Year 7 subjects share the theme of **CONNECT and REFLECT**. This focus allows students to make connections within and across the curriculums they explore, helping them to develop deeper understanding of the content and the skills needed to put their newly acquired knowledge into action.



This year sees many subjects measuring student learning through regular **formative tasks as opposed to summative assessments or tests**. Ongoing assessment provides more opportunity to make sure all students understand concepts and are assisted to build the best skill sets to support their learning.

Starting to notice and assess your progress in the formative tasks that occur in the classroom will help **build AGENCY in your own learning**. It is great to know what you already know but so much more exciting to be curious about where your learning can go!

Summative Assessment Task Overview

SEMESTER ONE

TERM ONE	
T1 -WK1	
T1- WK2	
T1- WK3	
T1- WK4	
T1- WK5	
T1- WK6	VISUAL ARTS A
T1- WK7	
T1- WK8	
T1- WK9	TECHNOLOGY, ART IN ACTION
T1- WK10	
T1- WK11	MUSIC A, VISUAL ARTS A
TERM TWO	
T2 -WK1	
T2- WK2	
T2- WK3	JUST DANCE
T2- WK4	SCIENCE
T2- WK5	MUSIC A, MINECRAFT, ART IN ACTION, ABORIGINAL STUDIES
T2- WK6	VISUAL ARTS A
T2- WK7	
T2- WK8	MATHEMATICS,
T2- WK9	
T2- WK10	ENGLISH/HSIE; LANGUAGES, EXCEL SHOWCAS, JUST DANCE
Please note assessments due dates may change slightly through out the year in response to class progress- live updates are visible on canvas in each course	

Summative Assessment Task Overview

SEMESTER TWO

TERM THREE	
T3 -WK1	
T3- WK2	
T3- WK3	
T3- WK4	
T3- WK5	
T3- WK6	VISUAL ARTS B,
T3- WK7	
T3- WK8	LANGUAGES, ART IN ACTION
T3- WK9	TECHNOLOGY
T3- WK10	MUSIC B, MATHEMATICS, VISUAL ARTS B, JUST DANCE
TERM FOUR	
T4 -WK1	
T4- WK2	
T4- WK3	JUST DANCE
T4- WK4	SCIENCE
T4- WK5	MUSIC B, CONSTRUCTION IN MINECRAFT, ABORIGINAL STUDIES
T4- WK6	VISUAL ARTS B, ART IN ACTION
T4- WK7	
T4- WK8	
T4- WK9	EXCEL SHOWCASE
T4- WK10	TECHNOLOGY
<p>Please note assessments due dates may change slightly through out the year in response to class progress- live updates are visible on canvas in each course</p> <p><i>CHECKPOINTS AND FINAL PRESENTATION FOR ENGLISH TBA</i></p>	

Assessment Schedules

CORE AND MANDATORY SUBJECTS

ENGLISH

HSIE (HISTORY AND GEOGRAPHY)

MATHEMATICS

PDHPE

SCIENCE

LANGUAGE

TECHNOLOGY MANDATORY

CREATIVE AND PERFORMING ARTS MANDATORY – VISUAL
ARTS AND MUSIC

EXCEL ELECTIVES

TAS – BUILD IT, EXECUTIVE CHEF, FOOD & FASHION,
EXPLORING FUTURES TECHNOLOGIES

SCIENCE – CONSTRUCTION IN MINECRAFT

PDHPE – CROSSFIT, SPORTS ACADEMY

HSIE – ABORIGINAL STUDIES

Y7 ASSESSMENT SCHEDULE 2022 – ENGLISH

TASK NUMBER		TASK 1	TASK 2
TASK NAME		Portfolio	Inquiry based Project
TYPE OF TASK		Multimodal	Inquiry based Project
SUBMISSION DATE		T2 – WK10	TBA – SEM 2
COMPONENTS	WEIGHTING	OUTCOMES EN4-2A, EN4-4B, EN4-9E	OUTCOMES
Communicate through speaking, listening, reading, writing, viewing and representing.	20%	10%	10%
Use language to shape and make meaning according to purpose, audience and context.	30%	15%	15%
Think in ways that are imaginative, creative, interpretive and critical.	20%	10%	10%
Express themselves and their relationships with others and their world.	10%	5%	5%
Learn and reflect on their learning	20%	10%	10%
TOTAL	100%	50%	50%

Y7 ASSESSMENT SCHEDULE 2022 – HSIE

TASK NUMBER	TASK 1	TASK 2	
TASK NAME	HISTORY FOCUS - Portfolio (combined assessment of HSIE and English concepts)	GEOGRAPHY FOCUS - PROJECT (combined assessment of HSIE and English concepts)	
TYPE OF TASK	Multimodal	Inquiry based project	
SUBMISSION DATE	T2 – WK 10	TBA – SEM 2	
COMPONENTS	WEIGHTING OUTCOMES HT4-3, HT4-6, HT4-8, HT4-9, HT4-10	COMPONENTS	WEIGHTING OUTCOMES GE4-2, GE4-7, GE 4-8
Communicating Historically	35%	Communicating Geographically	25%
Historical Inquiry Skills	35%	Geographical Inquiry Skills	25%
Historical Knowledge and Understanding	30%	Knowledge and Understanding of Geographical Concepts	25%
		Using Geographical Tools	25%
TOTAL	100%	TOTAL	100%

Y7 ASSESSMENT SCHEDULE 2022 – LANGUAGES: GERMAN/SPANISH

TASK NUMBER		TASK 1	TASK 2	FORMATIVE TASKS
TASK NAME		German - Meine Familie	German - Freizeit / Essen	German - Various Tasks
		Spanish - All about me	Spanish - Mi casa es tu casa	Spanish – Various Tasks
TYPE OF TASK		Writing Task	Listening	Formative, ongoing tasks
SUBMISSION DATE		Term 2 Week 10	Term 3 Week 8	Ongoing
COMPONENTS		LGR4-1C LGR4-4C LGR4-8U	LGR4-2C LGR4-7U	LGR4-1C LGR4-4C LGR4-3C LGR4-6U LGR4-1C LGR4-5U
INTERACTING	25	5	--	20
ASSESSING AND RESPONDING	25	--	20	5
COMPOSING	25	15	--	10
SYSTEMS OF LANGUAGE / THE ROLL OF LANGUAGE AND CULTURE	25	10	10	5
TOTAL	100	30%	30%	40%

Y7 ASSESSMENT SCHEDULE 2022 - MATHEMATICS

TASK NUMBER:		TASK 1	TASK 2	TASK 3
TASK NAME		Operations with Positive integers, Angle Relationships and Negative numbers	Understanding and computing Fractions/Decimals & Probability	*Measurement of length, Perimeter and Area
TYPE OF TASK		Online Canvas Quizzes	Online Canvas quiz	Assignment/ Presentation
SUBMISSION DATE		T1	T2 – WK 8	T3 – WK10
COMPONENTS	WEIGHTING	OUTCOMES MA4-4NA	OUTCOMES MA4 18MG MA4 5NA	OUTCOMES MA4 12MG MA4 13MG
COMMUNICATION	25%	5	5	15
INQUIRY AND RESEARCH	25%	0	15	10
SOURCE BASED	25%	15	5	5
KNOWLEDGE AND UNDERSTANDING	25%	10	15	
TOTAL	100%	30%	40%	30%

Y7 ASSESSMENT SCHEDULE 2022 – MUSIC

TASK NUMBER		FORMATIVE TASKS	TASK 1	FORMATIVE TASKS
TASK NAME		PRACTICAL PERFORMANCE (Formative)	LISTENING TASK (Summative)	COMPOSITION (Formative)
TYPE OF TASK		PERFORMANCE	AURAL EXAM	COMPOSITION
SUBMISSION DATE		Group A - T1 – WK 8 Group B – T3 – WK 8	Group A - T1 – WK 10 Group B – T3 – WK 10	Group A - T2 – WK 5 Group B – T4 – WK 5
COMPONENTS	WEIGHTING	OUTCOMES 4.1	OUTCOMES 4.8	OUTCOMES 4.4
PERFORMANCE	40%	40		
LISTENING	30%		30	
COMPOSITON	30%			30
TOTAL	100%	40%	30%	30%

Y7 ASSESSMENT SCHEDULE 2022 - PDHPE

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Get Your Game On 1 Throwing and catching	Get Your Game On 2 Kicking: feedback	Get Your Game on 3 Striking - adapting
TYPE OF TASK		Practical Competency	Practical Competency	Practical Competency
SUBMISSION DATE		Ongoing in T2	Ongoing in T3	Ongoing in T4
COMPONENTS	WEIGHTING	OUTCOMES PD44; PD4.5; PD4.8	OUTCOMES PD44; PD4.5; PD4.8	OUTCOMES PD44; PD4.5; PD4.8
Health, Wellbeing and Relationships	25%	A range of regular formative, in class, tasks will assess progress towards course outcomes		
Movement Skill and Performance	50%	✓	✓	✓
Healthy, Safe and Active Lifestyles	25%	A range of regular formative, in class, tasks will assess progress towards course outcomes		
TOTAL	100%			

Y7 ASSESSMENT SCHEDULE 2022 - SCIENCE

TASK NUMBER		TASK 1	TASK 2
TASK NAME		Practical Investigation	Yearly Exam
TYPE OF TASK		First-hand Investigation	Examination
SUBMISSION DATE		T 2 – WK 4	T 4 – WK 4
COMPONENTS	WEIGHTING	OUTCOMES SC4-4WS, SC4-5WS, SC4-6WS	OUTCOMES SC4-13ES, SC4-16CW, SC4-17CW, SC4-14LW
Scientific Skills Develop knowledge, understanding of & skills in applying the processes of Working Scientifically	50%	50%	
Knowledge & Understanding Develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science.	50%		50%
TOTAL	100%	50%	50%

YEAR 7 ASSESSMENT SCHEDULE 2022 - TECHNOLOGY (Mandatory)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Reflection	Product and Folio	Digital Technologies
TYPE OF TASK		PORTFOLIO	PRACTICAL & PORTFOLIO	PRESENTATION
SUBMISSION DATE		T1 - WK9	T3 - WK9	T3 - WK10
COMPONENTS	WEIGHTING	OUTCOMES TE4-1DP	OUTCOMES TE4-2DP, TE4-3DP	OUTCOMES TE4-7DI
Knowledge and skills in designing, managing, producing and evaluating a design project	60%	30	30	
Knowledge and Understanding	40%	5	5	30
TOTAL	100%	35%	35%	30%

Y7 ASSESSMENT SCHEDULE 2022 – VISUAL ARTS

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Short Response	PORTRAIT ARTWORK	VISUAL ARTS DIARY
TYPE OF TASK		WRITTEN	ARTWORK	VISUAL ARTS PROCESS DIARY
SUBMISSION DATE		T 1/3 – WK6	T 1/3 – WK 10	T 2/4 – WK 6
COMPONENTS	WEIGHTING	OUTCOMES 4.9	OUTCOMES 4.3	OUTCOMES 4.1 4.7
ARTMAKING	65%		30	20
CRITICAL AND HISTORICAL STUDIES	35%	30		20
TOTAL	100%	30%	30%	40%

2022 STAGE 4 – YEAR 7 EXCEL ASSESSMENT SCHEDULE

- ABORIGINAL STUDIES
- ART IN ACTION
- JUST DANCE
- CROSSFIT
- SPORTS ACADEMY
- CONSTRUCTION IN MINECRAFT
- EXECUTIVE CHEF
- FOOD AND FASHION
- BUILD IT
- EXPLORING FUTURES
TECHNOLOGY

Y7 ASSESSMENT SCHEDULE 2022 – EXCEL – ABORIGINAL STUDIES

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Task 1	Task 2	Formative Tasks
TYPE OF TASK		Research Presentation	Discovery Project	In class formative assessments
SUBMISSION DATE		Term 2, Week 5	Term 4, Week 3	Ongoing
COMPONENTS	WEIGHTING	OUTCOMES ASt4-4, AST4-7, AST4-11	OUTCOMES AST4-2, AST4-10, ATS4-11	OUTCOMES AST4-1, AST4-3, AST4-9
Knowledge of First Nations practices and cultures	40%	15%	15%	10%
Critical thinking and Communication	30%	15%	15%	
Collaboration	30%		10%	20%
TOTAL	100%	30%	40%	30%

Y7 ASSESSMENT SCHEDULE 2022 – EXCEL - ART IN ACTION

TASK NUMBER		TASK 1	FORMATIVE TASK	TASK 3	TASK 4
TASK NAME		Artist Case Study	VAPD	Artist Practice and Reflection	Portfolio/Exhibition
TYPE OF TASK		Visual Verbal	Artworks and concepts	Presentation	Resolved Artworks
SUBMISSION DATE		T 1 WK 9	ONGOING	T 3 WK 8	T 4 WK 5
COMPONENTS	WEIGHTING	OUTCOMES	OUTCOMES	OUTCOMES	OUTCOMES
		4.7 4.10	4.1 4.4	4.7 4.9	4.4 4.5
Communicate and collaboration through speaking, listening, reading, writing, viewing and representing.	20%			10%	10%
Creativity and Critical Thinking used to develop a project for a real-world audience which links to the class concept.	20%	10%	10%		
Artmaking	40%	5%	10%	5%	20%
Critical and Historical Studies	20%	5%	5%	10%	
TOTAL	100%	20%	30%	20%	30%

Y7 ASSESSMENT SCHEDULE 2022 – EXCEL – JUST DANCE

TASK NUMBER		MAJOR FORMATIVE TASK	TASK 1	TASK 2	TASK 3
TASK NAME		Safe Dance Practice	Elements of Dance	Dance Technique	Performance Quality
TYPE OF TASK		Research, Warm Up & Cool Down Practical Activity Booklet	Composition Shapes in Space activity booklet	Performance in class Ensemble Dance	Digital Diary
SUBMISSION DATE		Formative – ongoing class task	T2 – WK 10	T3 – WK 10	T4 – WK 3
COMPONENTS	WEIGHTING	OUTCOMES 4.1.1	OUTCOMES 4.2.2	OUTCOMES 4.1.2, 4.3.1	OUTCOMES 4.2.1
PERFORMANCE	50%	15%		25%	10%
COMPOSITION	30%		30%		
APPRECIATION	20%	10%			10%
TOTAL	100%	25%	30%	25%	20%

Y7 ASSESSMENT SCHEDULE 2022 – EXCEL – SPORTS ACADEMY

TASK NUMBER		FORMATIVE TASKS	TASK 1	FORMATIVE TASKS	TASK 2
TASK NAME		Understanding Movement	Beginners' Guide to Sport	Optimising Movement	Opportunities in Sport
TYPE OF TASK		Practical performance	Semester1 SHOWCASE	FORMATIVE CHECK POINTS	Semester 2 SHOWCASE
SUBMISSION DATE		Ongoing Semester 1	Term 2 Wk10	Ongoing Semester 2	Ongoing Semester 2
COMPONENTS	WEIGHTING				
Communicate and collaboration through speaking, listening, reading, writing, viewing and representing.	25%		10%		10%
Creativity and Critical Thinking used to develop a project for a real-world audience which links to the class concept.	25%		10%		15%
PASS5-9 performs movement skills with increasing proficiency	25%	25%		15%	
PASS5-8 displays management and planning skills to achieve personal and group goals	25%		5%	10%	
TOTAL	100%	25%	25%	25%	25%

Y7 ASSESSMENT SCHEDULE 2022 – EXCEL – CROSSFIT

TASK NUMBER		FORMATIVE TASK	TASK 1	FORMATIVE TASK	TASK 2
TASK NAME		Reflective task	Showcase Team Workout	Reflective Task	Showcase Crossfit Workout
TYPE OF TASK		Semester 1 Journal	Semester 1 Showcase	Semester 2 Journal	Semester 2 Showcase
SUBMISSION DATE		T1-2	T 2 WK 2	T3-4	T4 WK 2
COMPONENTS	WEIGHTING				
Communicate and collaboration through speaking, listening, reading, writing, viewing and representing.	30%	10%	5%	10%	5%
Creativity and Critical Thinking used to develop a project for a real-world audience which links to the class concept.	30%		15%		15%
Working Towards – PASS5.7 Works collaboratively with others to enhance participation, enjoyment and performance.	20%		10%		10%
Working Towards – PASS5.4 Analyse physical activity and sport from personal, social and cultural perspectives.	20%	10%		10%	
TOTAL	100%	20%	30%	20%	30%

Y7 ASSESSMENT SCHEDULE 2022

EXCEL – CONSTRUCTION IN MINECRAFT

ASSESSMENT PERIOD		SEMESTER 1	SEMESTER 2
TOPICS ASSESSED		Introduction to Minecraft, Automation in Minecraft.	Coding in Minecraft, Logic Gates in Minecraft, Minor Project.
TYPE OF TASK		Projects and Ongoing Assessment Formative Assessments: 'Mansion', 'Autoville'	Projects and Ongoing Assessment Formative Assessments: 'Automated Build', 'Logic Gate Project', 'Minor Project'
SUBMISSION DATE		Concluded by Term 2 Week 5	Concluded by Term 4 Week 5
COMPONENTS	WEIGHTING	OUTCOMES Communication, Collaboration, Critical Thinking, Creative Thinking	OUTCOMES Communication, Collaboration, Critical Thinking, Creative Thinking
Communication Sharing methods, processes or products that have been created with a wider audience.	25%	12.5%	12.5%
Collaboration Working effectively as part of a team to achieve a shared goal.	25%	12.5%	12.5%
Critical Thinking Solving problems within the design process and evaluating how well a component or method is for its purpose.	25%	12.5%	12.5%
Creative Thinking Designing or making a product that is novel or innovative.	25%	12.5%	12.5%
TOTAL	100%	50%	50%

Y7 ASSESSMENT SCHEDULE 2022 – EXCEL – EXECUTIVE CHEF

TASK NUMBER		FORMATIVE TASKS	TASK 1	FORMATIVE TASKS	TASK 2
TASK NAME		Practical Skills	Showcase	Food Presentation	Showcase
TYPE OF TASK		ONGOING, IN CLASS TASKS	Semester 1 Showcase	ONGOING, IN CLASS TASKS	Semester 2 showcase
SUBMISSION DATE		T 1-2	T 2 WK 10	T 3-4	T4 WK 9
COMPONENTS	WEIGHTING				
Communicate and collaboration through speaking, listening, reading, writing, viewing and representing.	30%		15%		15%
Creativity and Critical Thinking used to develop a project for a real-world audience which links to the class concept.	30%	5%	10%	5%	10%
DT4-2 describes and follows a process of design when developing design ideas and solutions	20%	5%	5%	5%	5%
DT4-10 uses a range of technologies appropriately and safely in the development of quality design solutions	20%	5%	5%	5%	5%
TOTAL	100%	15%	35%	15%	35%

Y7 ASSESSMENT SCHEDULE 2022 – EXCEL – FOOD & FASHION

TASK NUMBER		FORMATIVE TASKS	TASK 1	FORMATIVE TASKS	TASK 4
TASK NAME		Kitchen Skills	Food Products	Textiles Skills	Textiles Product
TYPE OF TASK		Ongoing, in class tasks	Semester 1 Showcase	Ongoing, in class tasks	Semester 2 showcase
SUBMISSION DATE		T 1-2	T 2 WK 10	T 3-4	T4 WK 9
COMPONENTS	WEIGHTING				
Communicate and collaboration through speaking, listening, reading, writing, viewing and representing.	30%		15%		15%
Creativity and Critical Thinking used to develop a project for a real-world audience which links to the class concept.	30%	5%	10%	5%	10%
DT4-2 describes and follows a process of design when developing a design idea and solutions	20%	5%	5%	5%	5%
DT4-10 uses a range of technologies appropriately and safely in the development of quality design solutions	20%	5%	5%	5%	5%
TOTAL	100%	15%	35%	15%	35%

Y7 ASSESSMENT SCHEDULE 2022 – EXCEL – BUILD IT

TASK NUMBER		FORMATIVE TASKS	TASK 1	FORMATIVE TASKS	TASK 2
TASK NAME		Let's Do It	Showcase	Design and Create	Showcase
TYPE OF TASK		Ongoing, in class tasks	Semester 1 Showcase	Ongoing, in class tasks	Semester 2 showcase
SUBMISSION DATE		T 1 -2	T 2 WK 10	T 3 -4	T4 WK 9
COMPONENTS	WEIGHTING				
Communicate and collaboration through speaking, listening, reading, writing, viewing and representing.	30%		15%		15%
Creativity and Critical Thinking used to develop a project for a real-world audience which links to the class concept.	30%	5%	10%	5%	10%
IND4-1 identifies and applies fundamental WHS principles when working with tools, materials and machines	20%	5%	5%	5%	5%
IND4-3 identifies and uses a range of hand and machine tools to produce quality practical projects	20%	5%	5%	5%	5%
TOTAL	100%	15%	35%	15%	35%

Y7 ASSESSMENT SCHEDULE 2022

EXCEL – EXPLORING FUTURES TECHNOLOGY

TASK NUMBER		FORMATIVE TASKS	TASK 2	FORMATIVE TASKS	TASK 4
TASK NAME		CAD Product	Showcase	Coding Challenge	Showcase
TYPE OF TASK		Formative	Semester 1 Showcase	Formative	Semester 2 showcase
SUBMISSION DATE		T 1-2	T 2 WK 10	T 3-4	T4 WK 9
COMPONENTS	WEIGHTING				
Communicate and collaboration through speaking, listening, reading, writing, viewing and representing.	30%		15%		15%
Creativity and Critical Thinking used to develop a project for a real-world audience which links to the class concept.	30%	5%	10%	5%	10%
DT4-3- describes the impact of past, current and emerging technologies on the individual, society and environments	20%	5%	5%	5%	5%
TE4-1DP Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities	20%	5%	5%	5%	5%
TOTAL	100%	15%	35%	15%	35%