



# Year 7 Assessment Schedule

2023

Respect ~ Responsibility ~ Excellence

KOORINGAL HIGH SCHOOL



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## Forward

Please read in conjunction with the **Koorringal High School Assessment Procedures Booklet**.

The Assessment Procedures Booklet is located on the school's website and is also available from the Year Advisor or Deputy Principal.

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This Handbook includes the assessment schedules for each course of study which students are expected to complete.

Periodic assessment is an important way for students to demonstrate that they have successfully achieved the outcomes of the course being studied. Assessment tasks also allow teachers to find out where students are having problems with course work, concepts and skills so that they may intervene if necessary to correct student misunderstanding.

All staff at the school will provide support for students in their learning, or to help inform decisions and to overcome problems should they arise. There are some key staff that will have particular responsibilities and interest in the general well-being of students.

These include:

Classroom teachers  
Head Teachers of all faculties  
Year Advisor: Mr Ben Angel  
Deputy Principal Year 7: Ms Bindee Jobe  
Learning and Support Teacher: Ms Anna Swift  
Student Support Officer: Mr Josh Larwood  
Careers Advisor: Mrs Kirsten Fitzgerald  
School Psychologist: Mrs Sarah Zimmerman  
School Counsellor: Ms Danielle McConnell  
Principal: Mrs Helen Schmetzer (Rel.)

Students should feel confident to seek their advice and guidance should question or issues arise, or simply to clarify issues if uncertain.

Parents are also welcome to contact the school if they have concerns regarding their children's academic progress. For general concerns, please contact the Year Advisor. For concerns regarding a particular subject, please contact the Head Teacher of that subject. The Head Teacher's name is listed on the subject assessment schedule.

Mrs Helen Schmetzer  
Principal  
February 2023



## 2023 Calendar of Assessments

WK	Term 1	Term 2	Term 3	Term 4
1				
2		Visual Art Task 1 due	Mathematics Task 2 due	
3	Mathematics Task 1 due			
4		History Task due Science Task 2 due		English Task 4 due Italian Task 4 due Week 5/6 Geography Task due
5		Italian Task 2 due Week 5/6 PDHPE Task 2 due		Mathematics Task 3 due PDHPE Task 4 due Science Task 4 due
6				Visual Art Task 3 due
7	Italian Task 1 due PDHPE Task 1 due Science Task 1 due		PDHPE Task 3 due	
8			Italian Task 3 due Week 8/9 Science Task 3 due Visual Art Task 2 due	
9				
10	English Task 1 due	English Task 2 due	English Task 3 due	
11				



## Koorringal High School – Planner – Term One – 2023 (for student use)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1 A</b>	<u>Staff Development Day</u>  30-Jan	31-Jan	1-Feb	2-Feb	3-Feb
<b>Week 2 B</b>	6-Feb	7-Feb	8-Feb	9-Feb	10-Feb
<b>Week 3 A</b>	13-Feb	14-Feb	15-Feb	16-Feb	17-Feb
<b>Week 4 B</b>	20-Feb	21-Feb	22-Feb	23-Feb	24-Feb
<b>Week 5 A</b>	27-Feb	28-Feb	1-Mar	2-Mar	3-Mar
<b>Week 6 B</b>	6-Mar	7-Mar	8-Mar	9-Mar	10-Mar
<b>Week 7 A</b>	13-Mar	14-Mar	15-Mar	16-Mar	17-Mar
<b>Week 8 B</b>	20-Mar	21-Mar	22-Mar	23-Mar	24-Mar
<b>Week 9 A</b>	27-Mar	28-Mar	29-Mar	30-Mar	31-Mar
<b>Week 10 B</b>	3-Apr	4-Apr	5-Apr	6-Apr	<u>Public Holiday</u>  7-Apr



## Koorringal High School – Planner – Term Two – 2023 (for student use)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1 A</b>	<u>Public Holiday</u> 24-Apr	<u>Staff Development Day</u> 25-Apr	26-Apr	27-Apr	28-Apr
<b>Week 2 B</b>	1-May	2-May	3-May	4-May	5-May
<b>Week 3 A</b>	8-May	9-May	10-May	11-May	12-May
<b>Week 4 B</b>	15-May	16-May	17-May	18-May	19-May
<b>Week 5 A</b>	22-May	23-May	24-May	25-May	26-May
<b>Week 6 B</b>	29-May	30-May	31-May	1-June	2-June
<b>Week 7 A</b>	5-June	6-June	7-June	8-June	9-June
<b>Week 8 B</b>	<u>Public Holiday</u> 12-June	13-June	14-June	15-June	16-June
<b>Week 9 A</b>	19-June	20-June	21-June	22-June	23-June
<b>Week 10 B</b>	26-June	27-June	28-June	29-June	30-June



## Koorringal High School – Planner – Term Three – 2023 (for student use)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1 A</b>	<u>Staff Development Day</u> 17-Jul	18-Jul	19-Jul	20-Jul	21-Jul
<b>Week 2 B</b>	24-Jul	25-Jul	26-Jul	27-Jul	28-Jul
<b>Week 3 A</b>	31-Jul	1-Aug	2-Aug	3-Aug	4-Aug
<b>Week 4 B</b>	7-Aug	8-Aug	9-Aug	10-Aug	11-Aug
<b>Week 5 A</b>	14-Aug	15-Aug	16-Aug	17-Aug	18-Aug
<b>Week 6 B</b>	21-Aug	22-Aug	23-Aug	24-Aug	25-Aug
<b>Week 7 A</b>	28-Aug	29-Aug	30-Aug	31-Aug	1-Sep
<b>Week 8 B</b>	4-Sep	5-Sep	6-Sep	7-Sep	8-Sep
<b>Week 9 A</b>	11-Sep	12-Sep	13-Sep	14-Sep	15-Sep
<b>Week 10 B</b>	18-Sep	19-Sep	20-Sep	21-Sep	22-Sep



## Koorringal High School – Planner – Term Four – 2023 (for student use)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1 A</b>	9-Oct	10-Oct	11-Oct	12-Oct	13-Oct
<b>Week 2 B</b>	16-Oct	17-Oct	18-Oct	19-Oct	20-Oct
<b>Week 3 A</b>	23-Oct	24-Oct	25-Oct	26-Oct	27-Oct
<b>Week 4 B</b>	30-Oct	31-Oct	1-Nov	2-Nov	3-Nov
<b>Week 5 A</b>	6-Nov	7-Nov	8-Nov	9-Nov	10-Nov
<b>Week 6 B</b>	13-Nov	14-Nov	15-Nov	16-Nov	17-Nov
<b>Week 7 A</b>	20-Nov	21-Nov	22-Nov	23-Nov	24-Nov
<b>Week 8 B</b>	27-Nov	28-Nov	29-Nov	30-Nov	1-Dec
<b>Week 9 A</b>	4-Dec	5-Dec	6-Dec	7-Dec	8-Dec
<b>Week 10 B</b>	11-Dec	12-Dec	13-Dec	14-Dec	15-Dec
<b>Week 11 A</b>	18-Dec	<b>Staff Development Day</b>			
		19-Dec			



## Koorungal High School Reports

To inform students, parents and caregivers of student progress, the school issues Semester One reports at the end of Term 2 and Semester Two reports at the end of Term 4.

In each subject, student progress will be indicated on the report in three ways.

1. Overall progress in a course is indicated by an Assessment Grade. This can be done by calculating course marks of student achievement calculated by adding together the marks for the assessment tasks and teacher judgement using the common grade scale for each course.
2. Progress in the learning outcomes will be indicated using the Common Grade Scale:

<b>Achievement Scale</b>	<b>Achievement Description</b>
<b>Outstanding Achievement</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>High Achievement</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>Sound Achievement</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>Basic Achievement</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>Limited Achievement</b>	The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.

3. Other information, including work habits, areas for improvement and how they can be achieved will be included in the teacher comment.

**This Assessment Information and Schedule should be read in conjunction with the Koorungal High School Assessment Policy.**

**This can be found on the school website.**



# Individual Course Assessment Schedules

## English

### Outcomes

**EN4-1A** responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**EN4-2A** effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

**EN4-3B** uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts

**EN4-4B** makes effective language choices to creatively shape meaning with accuracy, clarity and coherence

**EN4-5C** thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

**EN4-6C** identifies and explains connections between and among texts

**EN4-7D** demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

**EN4-8D** identifies, considers and appreciates cultural expression in texts

**EN4-9E** uses, reflects on and assesses their individual and collaborative skills for learning

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Notification Date</b>	Term 1, Week 8	Term 2, Week 8	Term 3, Week 8	Term 4, Week 2	
<b>Due Date</b>	Term 1, Week 10	Term 2, Week 10	Term 3, Week 10	Term 4, Week 4	
<b>Task Description</b>	Imaginative and Persuasive Mini Portfolio	Multimodal task and justification	Examination	Timed Task	
<b>Outcomes Assessed</b>	EN4-2A EN4-5C EN4-7D	EN4-2A EN4-3B EN4-4B EN4-9E	EN4- 1A EN4-7D EN4-8D	EN4-1A EN4-5C EN4- 6C	
<b>Component</b>					<b>Weighting</b>
<b>Communicate through speaking, listening, reading, writing, viewing and representing</b>	10	10	10	5	35
<b>Think in ways that are imaginative, creative, interpretive and critical</b>	10		15	5	30
<b>Use language to shape and make meaning</b>	10	10	5	10	35
<b>TOTAL</b>	30	20	30	20	100

Head Teacher contact: Mr Damian Quinn

## Geography

### Outcomes

**GE4-1** locates and describes the diverse features and characteristics of a range of places and environments

**GE4-2** describes processes and influences that form and transform places and environments

**GE4-3** explains how interactions and connections between people, places and environments result in change

**GE4-4** examines perspectives of people and organisations on a range of geographical issues

**GE4-5** discusses management of places and environments for their sustainability

**GE4-6** explains differences in human wellbeing

**GE4-7** acquires and processes geographical information by selecting and using geographical tools for inquiry

**GE4-8** communicates geographical information using a variety of strategies

Task Number	Task	
Notification Date	Term 3, Week 4	
Due Date	Term 4, Week 4	
Task Description	Portfolio	
Outcomes Assessed	GE4-1 GE4-3 GE4-5 GE4-7 GE4-8	
Component		Weighting
Geographical knowledge	40	40
Geographical concepts, tools and skills	40	40
Research and communication	20	20
<b>TOTAL</b>	<b>100</b>	<b>100</b>

Head Teacher contact: Mr Mitchell Read



# History

## Outcomes

**HT4-1** describes the nature of history and archaeology and explains their contribution to an understanding of the past

**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

**HT4-4** describes and explains the causes and effects of events and developments of past societies over time

**HT4-5** identifies the meaning, purpose and context of historical sources

**HT4-6** uses evidence from sources to support historical narratives and explanations

**HT4-7** identifies and describes different contexts, perspectives and interpretations of the past

**HT4-8** locates, selects and organises information from sources to develop an historical inquiry

**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

Task Number	Task	
Notification Date	Term 1, Week 4	
Due Date	Term 2, Week 4	
Task Description	Portfolio	
Outcomes Assessed	HT4-1 HT4-3 HT4-4 HT4-6 HT4-7 HT4-9 HT4-10	
Component		Weighting
Historical knowledge	40	40
Research and historical inquiry skills	40	40
Communication	20	20
<b>TOTAL</b>	<b>100</b>	<b>100</b>

Head Teacher contact: Mr Mitchell Read

## Languages – Italian

### Outcomes

- LIT4-1C** uses Italian to interact with others to exchange information, ideas and opinions, and make plans  
**LIT4-2C** identifies main ideas in, and obtains information from texts  
**LIT4-3C** organises and responds to information and ideas in texts for different audiences'  
**LIT4-4C** applies a range of linguistic structures to compose texts in Italian, using a range of formats for different audiences  
**LIT4-5U** applies Italian pronunciation and intonation patterns  
**LIT4-6U** applies features of Italian grammatical structures and sentence patterns to convey information and ideas  
**LIT4-7U** identifies variations in linguistic and structural features of texts  
**LIT4-8U** identifies that language use reflects cultural ideas, values and beliefs

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Due Date</b>	Term 1 Week 7	Term 2 Week 5/6	Term 3 Week 8/9	Term 4 Week 4/5	
<b>Task Description</b>	Oral Test	Mid-Year Examination	Research Task	Written Examination	
<b>Outcomes Assessed</b>	LIT4-1C LIT4-2C LIT4-3C LIT4-5U LIT4-6U	LIT4-2C LIT4-3C LIT4-7U LIT4-8U	LIT4-4C LIT4-5U LIT4-6U		
Component					Weighting
<b>Speaking</b>	10		10		20
<b>Listening</b>		10		10	20
<b>Reading</b>		10	10	10	30
<b>Writing</b>		10	10	10	30
<b>TOTAL</b>	10	30	30	30	100

Head Teacher contact: Mr Mitchell Read

# Mathematics

## Outcomes

- MA4-1WM** communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
- MA4-2WM** applies appropriate mathematical techniques to solve problems
- MA4-3WM** recognises and explains mathematical relationships using reasoning
- MA4-4NA** compares, orders and calculates with integers, applying a range of strategies to aid computation
- MA4-5NA** operates with fractions, decimals and percentages
- MA4-6NA** solves financial problems involving purchasing goods
- MA4-7NA** operates with ratios and rates, and explores their graphical representation
- MA4-8NA** generalises number properties to operate with algebraic expressions
- MA4-9NA** operates with positive-integer and zero indices of numerical bases
- MA4-10NA** uses algebraic techniques to solve simple linear and quadratic equations
- MA4-11NA** creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
- MA4-12MG** calculates the perimeters of plane shapes and the circumferences of circles
- MA4-13MG** uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
- MA4-14MG** uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
- MA4-15MG** performs calculations of time that involve mixed units, and interprets time zones
- MA4-16MG** applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
- MA4-17MG** classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
- MA4-18MG** identifies and uses angle relationships, including those related to transversals on sets of parallel lines
- MA4-19SP** collects, represents and interprets single sets of data, using appropriate statistical displays
- MA4-20SP** analyses single sets of data using measures of location, and range
- MA4-21SP** represents probabilities of simple and compound events

Task Number	Task 1	Task 2	Task 3	
<b>Notification Date</b>	Term 1, Week 1	Term 2, Week 7	Term 4, Week 3	
<b>Due Date</b>	Term 2, Week 3	Term 3, Week 2	Term 4, Week 5	
<b>Task Description</b>	Open Book Examination: Fractions, Decimals and Percentages; Measurement Positive and Negative Integers	Assignment Probability and Time	Examination: Angle Relationships; Algebraic Techniques; Equations	
<b>Outcomes Assessed</b>	MA4-1WM MA4-2WM MA4-3WM MA4-4NA MA4-5NA MA4-12MG MA4-13MG MA4-14MG	MA4-1WM MA4-2WM MA4-3WM MA4-21SP MA4-15MG	MA4-1WM MA4-2WM MA4-3WM MA4-8NA MA4-10NA MA4-18MG	
<b>Component</b>				<b>Weighting</b>
<b>Working Mathematically</b>	5	5	5	15
<b>Number and Algebra</b>	15		25	40
<b>Measurement and Geometry</b>	10	10	10	30
<b>Statistics and Probability</b>		15		15
<b>TOTAL</b>	30	30	40	100

Head Teacher contact: Mrs Liz Davies

## Personal Development, Health and Physical Education (PDHPE)

### Outcomes

**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 contexts

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

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Notification Date</b>	Term 1, Week 3	Term 1, Week 1	Term 3, Week 4	Term 3, Week 1	
<b>Due Date</b>	Term 1, Week 7	Term 2, Week 5	Term 3, Week 7	Term 4, Week 5	
<b>Task Description</b>	Sense of Self Peer Investigation	Practical application and performance - Athletics Fitness games Basketball	Food for Thought research	Practical application and performance - Dance Tee Ball Touch	
<b>Outcomes Assessed</b>	PD 4.7 PD 4.8 PD 4.9	PD 4.4 PD 4.5 PD 4.10 PD 4.11	PD 4.2 PD 4.6 PD 4.9	PD 4.4 PD 4.5 PD 4.10 PD 4.11	
<b>Component</b>					<b>Weighting</b>
<b>Self-management skills</b>	10		10		20
<b>Interpersonal skills</b>	15	5	15	5	40
<b>Movement skills</b>		20		20	40
<b>TOTAL</b>	25	25	25	25	100

**Head Teacher contact: Mrs Rachael Macri**



# Science

## Outcomes

**SC4-1VA** appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them

**SC4-2VA** shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures

**SC4-3VA** demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations

**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 of 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

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Notification Date</b>	Term 1, Week 5	Term 2, Week 1	Term 3, Week 5	Term 4, Week 2	
<b>Due Date</b>	Term 1, Week 7	Term 2, Week 4	Term 3, Week 8	Term 4, Week 5	
<b>Task Description</b>	Practical Skills Test	Modelling Task	Classification Task	Examination	
<b>Outcomes Assessed</b>	SC4-4-8WS SC4-17CW	SC4-4-9WS SC4-14LW	SC4-4,7,9WS SC4-16CW	SC4-7-9WS SC4-14-15LW SC4-16CW	
<b>Component</b>					<b>Weighting</b>
<b>Skills</b>	20	15	15	10	60
<b>Knowledge and understanding</b>	5	10	10	15	40
<b>TOTAL</b>	25	25	25	25	100

Head Teacher contact: Mr Hamish Ryan

# Technology

## Outcomes

**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

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Notification Date</b>	Due dates will vary based on the context area being studied. Notifications will be issued to students at least two weeks prior to due date. If you have any questions, then contact your Technology classroom teacher.				
<b>Due Date</b>					
<b>Task Description</b>	Semester One Unit Design Project and Portfolio	Semester One Unit Research Task	Semester Two Unit Design Project and Portfolio	Semester Two Unit Research Task	
<b>Outcomes Assessed</b>	Outcomes assessed will vary depending on the Technology context area being studied. All students will complete a semester long unit on each of the following areas of study, Materials, Engineered Systems, Digital Technologies, Food and Fibre Technology				
<b>Component</b>					<b>Weighting</b>
<b>Skills knowledge and understanding</b>	40	10	40	10	100
<b>TOTAL</b>	40	10	40	10	100

**Head Teacher contact: Mr Andrew Upton and Mr Austin Teakel**

## Visual Arts

### Outcomes

- 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 4.2 explores the function of 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 the 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

Task Number	Task 1	Task 2	Task 3	
<b>Notification Date</b>	Term 1, Week 6	Term 3, Week 1	Term 4, Week 1	
<b>Due Date</b>	Term 2, Week 2	Term 3, Week 8	Term 4, Week 6	
<b>Task Description</b>	Elements and Principles of Art BOW:  Artmaking - Students develop a body of work in their VAPD based upon the Principles of Art, culminating in a final work.  Research - study of associated artists to art styles.	Ceramics BOW:  Artmaking - Students develop a body of work. “chops, rollers, cheeseboards”  Research - study of associated artists and art styles.	Intaglio Printing BOW:  Covers study of printing styles and methods, focussing on intaglio printing and designs culminating in various prints	
<b>Outcomes Assessed</b>	4.1 4.3 4.4 4.7 4.9 4.10	4.1 4.2 4.3 4.7 4.8 4.9	4.1 4.2 4.3 4.4 4.5 4.6 4.7	
<b>Component</b>				<b>Weighting</b>
<b>Critical and historical study</b>	10	10	10	30
<b>Artmaking</b>	20	25	25	70
<b>TOTAL</b>	30	35	35	100

Head Teacher contact: Mr Joel Lowrie





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