



Beverly Hills Girls High School

ASPIRE

Assessment Booklet
Year 7

Foreword

Success at school may mean different things to different people, however, most agree that high achievement in formal studies is very desirable.

The definition of 'high achievement' varies for each student as a result of personal circumstances. Apparent natural ability, motivation, family support and health are some of the outside factors which influence achievement.

It is generally accepted that offering a wide choice of subjects allows students the chance to achieve in areas of interest, but success goes far beyond subject choice. The curriculum organisation described in this book provides such choice. More importantly, it also provides for:

- 1. Choice within subjects*
- 2. Units of Study which are in manageable amounts*
- 3. Placement at appropriate Levels to suit personal performance*
- 4. A credential that accumulates results each half year*
- 5. Review of progress and adjustment to placement as the need arises.*

All of these benefits lead to maximum student success and confidence, which in turn fuel student effort for greater achievement.

The Pathways booklet and associated structure have been developed and implemented by staff with support from parents. Overall planning has been carried out by the executive staff in consultation with KLA'S. While sincere thanks are extended to all of these dedicated people, their real reward will take the form of widespread student success.

M.Iemma
Principal

Introduction

At Beverly Hills Girls High School, we undertake assessment to inform students' learning. Assessment of student learning will be undertaken for all learners, including students whose learning is impacted by disability and students learning English as an additional language or dialect. Ongoing assessment of student learning is important to enable teachers to provide feedback to students and guide their continuing provision of appropriate learning tasks. Adjustments to assessment tasks may be required for a student whose learning is impacted by disability and students learning English as an additional language. This should reflect the adjustments made to support the student's learning.

Schools plan assessment so that:

- students can demonstrate achievement of the outcomes for the relevant stage of learning.
- valid and reliable assessment strategies are used.
- the timing, frequency and nature of the assessment processes are time efficient and manageable for teachers and students

Teachers plan assessment strategies when developing teaching programs and will also make additional assessment judgements during teaching and learning. Teachers use a variety of appropriate assessments for monitoring student learning, providing feedback and judging student achievement.

Teachers collect and record assessment information to:

- guide ongoing teaching and learning
- monitor and evaluate student progress
- report achievement to parents and relevant authorities in accord with school requirements and department policy.
- provide opportunities for teachers to gather evidence about student achievement in relation to outcomes
- enable students to demonstrate what they know and can do, clarifying student understanding of concepts and promoting deeper understanding
- provides evidence that current understanding is a suitable basis for future learning.

Assessment enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. School-based assessment tasks may include activities such as examination, tests, written or oral assignments, practical activities, fieldwork, performance and projects. The assessment requirements for each Board Developed Course are set out in the attachments to this document.

The Common Grade Scale & Standards Referenced Assessment

Beverly Hills GHS use the following five-point achievement scale to report to parents/carers for students in Years 7 to 12. Achievement is judged in relation to syllabus standards. The achievement scale is to be used for reporting all KLAs or subjects.

Achievement level	Using this word	And/or this letter
The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills and can apply these skills to new situations	Outstanding	A
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.	High	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.	Sound	C
The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.	Basic	D
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.	Limited	E

Expectations of students

Students must attend all classes to satisfactorily complete courses. A minimum of 80% attendance is generally expected for students to achieve the outcomes of the course being studied. Unexplained absences, lateness and class attendance patterns will be reviewed regularly to ensure that the students are meeting the course completion criteria and the minimum attendance requirements.

Student Responsibilities include:

- Arriving before 8:45am and be on time for all scheduled lessons.
- Remain at school for the duration of the day unless they bring a signed request from their parent/guardian.
- Attend all lessons as per their published timetable. Truancy may incur consequences such as lunchtime or afterschool detention, letters of concern sent home or parental interview.
- Attend classes on the day before and on the day an assessment task is due.
- Submit their own work

- Attempt all assessment tasks.
- Submission of work by the due date.
- Prepare for examinations/tests and make a serious attempt.
- Complete the syllabus including participation in class practical work, homework, oral presentations, assignments and examinations.
- Taking responsibility for their learning. When absent on any day the student is responsible for ascertaining if an assessment task has been set or issued.

On the day of the Assessment Task, the student must attend school and be marked present. Students need to submit the task on or before the designated date in accordance with the Assessment Notification – within the timetabled lesson. Students are NOT permitted to work on the Assessment Task during school time, besides Recess, Lunch or a designated study period on the day the task is due.

Where a student cannot meet a deadline or is absent for the submission or performance of a task the student must provide a valid reason. It is the responsibility of the student to provide a doctor's certificate, where possible, and see their classroom teacher or Head Teacher to determine how to meet assessment requirements.

Nature and Notification of Tasks

Students will receive a minimum of 2 weeks' notice for each assessment task.

Students may be required to sign for their assessment tasks on the notification register.

Notification of assessment tasks will be communicated to the student in writing using the standardized format and will include:

- The scope of each task e.g. Probability in Mathematics.
- The form the task will take e.g. 10 short answer questions.
- The proposed timing and duration of the task e.g. Tuesday 24 May, period 1 , 60 minutes.
- Where applicable, the assessment weighting allocated to the task e.g. 15%.
- The outcomes being assessed.
- The marking guidelines – Notification Information sheet.
- Any additional details (students will require calculators). Students should consult with their teacher on a regular basis, to confirm the scheduling of tasks and if absent if in case Assessment information is given out

English

ES102 - 7 English 1 – Surviving

2 units

In this unit you will consider the qualities needed to survive in life, while developing the skills you need to be a strong student of English. You will consider a range of narrative texts, look at 'The News', and respond to a film analytically and personally.

Outcome	Areas of assessment	Task 1 Diary Entry	Task 2 Portfolio of Writing	Task 3 News Report
	Grade:	/20	/20	/20
	Approximate Date:	Term 1 Week 7	Term 1 Week 10	Term 2 Week 6
1	Explore the main ideas posed by a text	✓		
2	Use poetic forms and features to imaginatively express ideas and personal perspectives		✓	
3	Apply codes and conventions of written and multimodal texts to enhance meaning			✓

EG202, ES202, EA202, EE202 - 7 English 2 - Thriving

2 units

This unit explores what we need to thrive in life and offers the chance for student to develop their own personal voice as they engage with key issues that affect them. They will engage with the ways ideas can be represented visually and develop their creative side as they produce 'zines' of their own poetry.

Outcome	Areas of assessment	Task 1 Formal Speech	Task 2 Visual Representation and Justification	Task 3 Analytical Paragraph
	Grade:	/20	/20	/20
	Approximate Date:	Term 3 Week 6	Term 3 Week 10	Term 4 Week 6
1	Apply codes and conventions of written and multimodal texts to enhance meaning	✓		
2	Uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts		✓	
3	Analyses how meaning is created through the use of and response to language form, features and structures			✓

Mathematics

MS102, MG102 - 7 Mathematics

2 units

In this, unit students will apply appropriate mathematical techniques to solve problems, recognise and explain mathematical relationships using reasoning. They will communicate and connect mathematical ideas using appropriate terminology, diagrams and symbols. Topics studied are communication with positive and negative integers, commutation with fractions, decimals and percentages and Angle relationships.

Outcome	Areas of assessment	Task 1 Positive Integers	Task 2 Angle relationships	Task 3 Operating with integers, fractions, decimals and percentages
	Grade:	A-E	A-E	A-E
	Approximate Date:	Term 1 Week 6	Term 1 Week 10	Term 2 Week 5
MAO-WM-01	Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts choosing and applying mathematical technique to solve problems and communicating their thinking and reasoning coherently	✓	✓	✓
MA4-INT-C-01	Compares, orders and calculates with integers to solve problems	✓		
MA4-ANG-C-01	Applies angle relationship to solve problems, including those relating to transversals on sets of parallel lines		✓	
MA4-1FRC-C-01	Represents and operates with fractions, decimals and percentages to solve problems			✓

MS202, MG202, MA202 - 7 Mathematics**2 units**

In this, unit students will apply appropriate mathematical techniques to solve problems, recognise and explain mathematical relationships using reasoning. Topics studied are Algebraic Technique, Data Classification and Visualisation, Equations and Measurement.

Outcome	Areas of assessment	Task 1 Algebraic Techniques	Task 2 Data Classification	Task 3 Equations measurements
	Grade:	A -E	A -E	A -E
	Approximate Date:	Term 1 Week 6	Term 1 Week 10	Term 2 Week 5
MA5-ALG-C-01	Simplifies algebraic fractions with numerical denominates and expands algebraic expressions	✓		
MA0-WM--01	Develop understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematics techniques to solve problems and communicating their thinking and reasoning coherently and clearly.	✓	✓	✓
MA4-DAT-C-01	Classifies and display data using a variety of graphical representations		✓	
MA4-DAT-C-01	Analyses simple data sets using measures of centre, range and shape of the data		✓	
MA4-EQU-C-01	Solves linear equations of up to 2 steps and quadratic equations of the form $ax^2=c$			✓
MA4-LEN-C-01	Applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems			✓

Science

SG/SS102 7 Science 1 - Being Scientific

2 units

This unit gives students the opportunity to be a real scientist by familiarising their way around a science laboratory, learning how to use scientific equipment and carrying out simple experiments to make conclusions and solve problems. Through experimentation, students learn about the properties of solids, liquids and gases and the ability to change from one state to another.

Outcome	Areas of assessment	Task 1 Practical & Skills Test	Task 2 Research Task	Task 3 Theory & Skills Test
	Grade:	A-E	A-E	A-E
	Approximate Date:	Week 7 – Term 1	Week 3 - Term 2	Week 6 – Term 2
K	Knowledge and understanding	✓	✓	✓
4/5	Questions & plans investigations			
6	Undertaking investigations			
7	Analysing first & second hand sources		✓	
8	Problem solving	✓		✓
9	Presenting information	✓	✓	

SG/SA/SS202 7 Science 2 – Being Organised**2 units**

This unit extends on first semester by applying 'The Scientific Method' in order to design and carry out investigations. This unit is also full on energy, looking at the different types and how it allows work to be carried out. We also look at the Earth and how it supplies us with a wealth of resources.

Outcome	Areas of assessment	Task 1 Research and in class task	Task 2 Investigation Project	Task 3 Unit test
	Grade:	A-E	A-E	A-E
	Approximate Date:	Week 5 Term 3	Week 3 Term 4	Week 5 Term 4
K	Knowledge and understanding	✓	✓	✓
4/5	Questions & plans investigations		✓	
6	Undertaking investigations		✓	
7	Analysing first & second hand sources	✓	✓	
8	Problem solving		✓	✓
9	Presenting information	✓		

Personal Development, Health & Physical Education – PDHPE

PG102, PE102 - 7 PDHPE 1 - Fun.....damentals (for study in Semester 1)

2 units

Students investigate health practices, behaviours and resources and propose actions to promote health, safety and wellbeing for themselves and others in relation to a range of health and physical activity issues. They will demonstrate control and accuracy when performing specialised movement sequences and skills in dynamic physical activity contexts.

Outcome	Areas of assessment	Task 1 Self Discovery (PBL)	Task 2 On the ball (FMS)	Task 3 Movin' n' Groovin (Practical)	Task 4 Who am I? (Exam)	Task 5 Athletics (Practical)
	Grade:	A-E	A-E	A-E	A-E	A-E
	Approximate Date:	Term 1 Week 6	Term 1/2 On going	Term 1 Week 10/11	Term 2 Week 5/6	Term 2 Week 5/6
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		✓	✓		✓
PD4-1	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	✓				
PD4-9	demonstrates self-management skills to effectively manage complex situations				✓	
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		✓	✓		✓
PD4-11	demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.		✓	✓		✓
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	✓			✓	
PD4-3	investigates effective strategies to promote inclusivity, equality and respectful relationships	✓			✓	
PD4-2	examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others					

PG102, PE202 - 7 PDHPE 2 - Fun.....damentals (for study in Semester 2)**2 units**

Students investigate health practices, behaviours and resources and propose actions to promote health, safety and wellbeing for themselves and others in relation to a range of health and physical activity issues. They will demonstrate control and accuracy when performing specialised movement sequences and skills in dynamic physical activity contexts.

Outcome	Areas of assessment	Task 1 We're All In This Together (Exam)	Task 2 Striking and Fielding (FMS)	Task 3 Discovering Fitness (Practical)	Task 4 Discovering Fitness (Theory)	Task 5 Life Matters (Cut and Paste)
	Grade:	A-E	A-E	A-E	A-E	
	Approximate Date:	Term 3 Week 5/6	Term 3/4 On going	Term 4 Week 5/6	Term 4 Week 5/6	Term 4 Week 5/6
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			✓	✓	
PD4-1	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					✓
PD4-9	demonstrates self-management skills to effectively manage complex situations					✓
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		✓	✓		
PD4-11	demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.		✓	✓		
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	✓				
PD4-3	investigates effective strategies to promote inclusivity, equality and respectful relationships	✓				
PD4-2	examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others	✓				

Geography

HG101 - 7 Geography 1 – The World Around Us

1 unit

Throughout this unit students will explore landscapes, landforms and water resources using a variety of examples from Australia and around the world. In addition, students will focus on developing their understanding of geography skills and improve their ability to integrate skills into their everyday life.

Outcome	Areas of assessment	Task 1
	Grade:	100%
	Approximate Date:	Term 1 Week 9
	Type of Task:	Research Task
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	✓

HG201 - 7 Geography 2 – The World Around Me**1 unit**

Throughout this unit students continue to explore the liveability of cities around the world. In addition, students are given the opportunity to explore the world of Commerce that surrounds them and develop an understanding of their consumer rights, choices and personal finances.

Outcome	Areas of assessment	Task 1
	Grade:	A-E
	Approximate Date:	Term 3 Week 8
	Type of Task:	Research task
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	✓
GE4-4	examines perspectives of people and organisations on a range of geographical issues	✓
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	✓
Outcome	Areas of assessment	Task 2
	Grade:	A-E
	Approximate Date:	Term 4 Week 4
	Type of Task:	Research Task
COM4-1	uses appropriate terminology in consumer, financial, economic, business, legal, political and employment contexts	✓
COM4-2	Describes the rights and responsibilities of individuals within consumer, financial, economic, business, legal, political and employment contexts	✓
COM4-3	Identifies the role of the law in society	✓
COM4-4	Describes key factors affecting decisions	✓
COM5-5	Identifies and describes options for solving problems and issues	✓
COM6-6	Identifies and explains plans for achieving goals	✓
COM7-7	Selects and organises information from a variety of forms	✓

History

HH101- 7History 1 - The Ancient World

1 unit

Students will learn about how historians investigate History, through exploring key inquiry questions. A depth study of Ancient Greece is also explored, where students learn about various aspects of Ancient Greek society and its significance and contribution to the world today.

Outcome	Areas of assessment	Task 1	Task 2
	Grade:	A-E	A-E
	Approximate Date:	Term 1 or 3 – Week 8	Term 2 or 4 Week 5
	Type of Task:	Topic Test	Research Task
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		✓

Languages

LL101 - 7 Introduction to Languages 1

1 unit

This unit gives students a brief introduction to different languages such as Arabic, French, Chinese and Japanese. Students learn to give their name and describe themselves, count and play number games, name colours and objects and recognise and appreciate some of the traditions and foods of each language studied.

Outcomes	Assessment:	Task 1 Self introduction	Task 2 In-class test
	Weighting:	40%	60%
	Approximate Date:	Term1 – Week 9	Term 2 – Week 6
Interacting (Speaking)	Interacts orally in elementary conversations to exchange information	✓	
Understanding Texts (Listening)	Identifies information and main ideas in elementary target language spoken texts		✓
Understanding Texts (Reading)	Identifies information and main ideas in elementary target language written texts		✓
Creating Texts (Writing)	Composes elementary texts using the target language	✓	✓

LA101,LC101,LF101,LJ101 - 7 Arabic/Chinese/French/Japanese 1 (one only for study over three semesters) **1 unit**

This course aims to give a basic introduction to a chosen language, an understanding of how languages work and an appreciation of the contribution made by Arabic/Chinese/French/Japanese culture to Australia. Students learn to ask and give information about themselves and their friends in the language, describe their home, family and school and learn to have simple conversations.

Outcomes	Assessment:	Task 1 In-class task	Task 2 In-class test
	Weighting:	40%	60%
	Approximate Date:	Term 3 Week 9	Term 4 Week 6
Interacting (Speaking)	Interacts orally in simple conversations to exchange information	✓	
Understanding Texts (Listening)	Identifies information and main ideas in simple chosen language spoken texts		✓
Understanding Texts (Reading)	Identifies information and main ideas in simple chosen language written texts		✓
Creating Texts (Writing)	Composes simple texts using the chosen language	✓	✓

Technology Mandatory

TM101- Technology Mandatory 1- Teen Cuisine

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1 unit

Students learn about basic nutrition and develop skills to make informed choices when preparing nutritious foods for breakfast, school lunch boxes and snacks. Students are required to complete a portfolio based on a healthy lunch box

Outcome	Areas of assessment	Task 1 Portfolio & Practical Lunch Box	Task 2 Management of Portfolio	Task 3 Practical Work	Task 4 Classwork
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Terms 2 Week 5	Progress dates	TBA	TBA
TE4-1DP	Design and Production Skills Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities	√			
TE4-2DP	Design and Production Skills Plans and manages the production of designed solutions		√		
TE4-3DP	Design and Production Skills Selects and safely applies a broad range of tools, materials and processes in the production of quality projects			√	
TE4-6FO	Knowledge and understanding Explains how the characteristics and properties of food determine preparation techniques for healthy eating				√

TM102 - Technology Mandatory 2- Comfort Doll**1 unit**

Utilising a design thinking process, students in this unit will explore the world of fibres and fabric while developing manufacturing skills in the production of a textile item. Digital technology is also incorporated into this unit.

Outcome	Areas of assessment	Task 1 Designer Case study	Task 2 Portfolio	Task 3 Practical Work	Task 4 Management of work
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Term 3 Week 5	Term 4 Week 5	Progress dates set by the teacher	Progress dates set by the teacher
TE4-1DP	Design and Production Skills Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities		✓		
TE4-2DP	Design and Production Skills Plans and manages the production of designed solutions				✓
TE4-3DP	Design and Production Skills Selects and safely applies a broad range of tools, materials and processes in the production of quality projects			✓	
TE4-10TS	Knowledge and understanding Explains how people in technology related professions contribute to society now and into the future	✓			

Music

CM102 – 7 Music 2– Introduction to Music

1 unit

In this unit students will be introduced to music notation through performance on a variety of instruments, as well as composition and listening.

Outcome	Areas of assessment	Task 1 Performance	Task 2 Listening	Task 3 Composition
	Grade	A-E	A-E	A-E
	Approximate Date:	Ongoing	Term 1 Week 5	Term 1 Week 9
4.1	performs in a range of musical styles demonstrating an understanding of musical concepts	✓		
4.2	performs music using different forms of notation and different types of technology across a broad range of musical styles	✓		
4.3	performs music demonstrating solo and/or ensemble awareness	✓		
4.4	demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing			✓
4.5	notates compositions using traditional and/or non-traditional notation			✓
4.6	experiments with different forms of technology in the composition process			✓
4.7	demonstrates an understanding of the 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		✓	

CM102 – 7 Music 2– Introduction to Music**1 unit**

In this unit students will be introduced to music notation through performance on a variety of instruments, as well as composition and listening.

Outcome	Areas of assessment	Task 1 Performance	Task 2 Composition	Task 3 Listening
	Grade	A-E	A-E	A-E
	Approximate Date:	Ongoing	Term 3 Week 9	Term 4 Week 9
4.1	performs in a range of musical styles demonstrating an understanding of musical concepts	✓		
4.2	performs music using different forms of notation and different types of technology across a broad range of musical styles	✓		
4.3	performs music demonstrating solo and/or ensemble awareness	✓		
4.4	demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing			✓
4.5	notates compositions using traditional and/or non-traditional notation			✓
4.6	experiments with different forms of technology in the composition process			✓
4.7	demonstrates an understanding of the 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		✓	

Visual Arts

CV101 - 7 Visual Arts 1 –Introduction to 2D Design

1 unit

You will explore the elements and principles of design using your own emotions and feelings to create two-dimensional art works in such media as drawing, painting, printing and collage.

Outcome	Areas of assessment	Task 1 Self-Portrait Series	Task 2 Pop Art Painting	Task 3 Andy Warhol Writing Task	Task 4 V.A.P.D.
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	End of Term 3	Week 6 Term4	Week 6 Term 4	Week 5
4.1	uses a range of strategies to explore different artmaking conventions and procedures to make artwork	✓	✓		
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 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			✓	