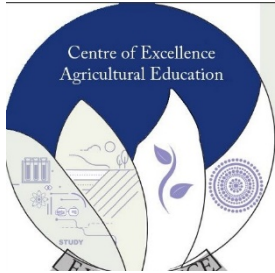


RICHMOND AGRICULTURAL COLLEGE



YEAR 7 AgSTEM



2022 ASSESSMENT HANDBOOK



Year AgSTEM Stream Assessment Handbook 2022

The purpose of the Assessment Book is to help both students and parents plan assessments throughout the year so students can achieve the highest possible outcomes.

This Assessment Book outlines how Year 7 students will be assessed in all Year 7 subjects. Each subject page outlines the Assessment Tasks and the outcomes that will be assessed. Approximate times have also been included, but these could vary slightly depending on the school calendar.

The NSW Education Standards Authority (NESA) provides the syllabus for all subjects from Kindergarten to Year 12. The syllabus for Year 7 (Stage 4) contributes toward a Record of School Achievement. For students to be eligible for a Record of School Achievement the students must demonstrate to the Principal that they have:

- (a) Followed the course developed or endorsed by the NESA
- (b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course set by the school and
- (c) Achieved some or all of the course outcomes.

If a student puts in their best effort and completes all tasks during the year, they will be meeting NESA requirements.

About the Assessment Tasks

Students will be given at least two weeks' notice for all Assessment Tasks. It is the student's responsibility to be aware of upcoming Assessment Tasks and in the case of absence from school should check with their teacher on return about any Assessment Tasks that may have been issued.

All Assessment Tasks that are given to students will include the due date (and in some cases the period), the outcomes that are being assessed, a clear description of what the student is being asked to do and guidelines about how the task will be marked.

Students will experience a variety of tasks during the year. Some will be completed in class while others may be set as homework. It is essential that all work submitted for marking is the student's own work. Work that has been copied from another student or a reference text or website (plagiarism) will not be accepted as the student's own work and zero marks will be awarded.

Completing Assessment Tasks

The NESA and the school expects all students to attempt all Assessment Tasks. If a student is having difficulty completing a task they should ask for assistance through the Learning Centre. This can be done by either the student or the parent by asking the class teacher, Head Teacher or Year Adviser for a referral.

When an Assessment Task is handed in late, or not handed in at all, and there has not been a genuine reason provided by the parent, the teacher will award zero marks. A letter will be sent home advising that the task has not been submitted and the student is in danger of not meeting School Certificate requirements.

When an Assessment Task due date is scheduled on the same day as an excursion, the task should be handed to the teacher the day before the excursion.

Organising Assessment Tasks

When an Assessment Task is received the student should make it a habit to immediately write the task into a diary, planner or electronic device. It should be entered into the day that it is received to remind the student to start planning and researching straight away. It should also be entered in the diary, planner or electronic device on the due date to remind the student what day to hand the task in. It is also helpful to add a few progress reminder dates. It is important that all Year 7 students get into the habit of checking their diary, planner or electronic device every day.

Year 7 AgSTEM Subjects

- English
- HSIE – Human Society and Its Environment
- Mathematics
- Music
- PDHPE
- Science
- Technology – Food Technology
- Technology – Mixed Material Technology
- Visual Arts
- Applied Learning
- iDesign
- Stage 4 Agriculture

Year 7 English – AgSTEM

Student achievement in Year 7 English is a combination of both formal assessment tasks and class tasks, covering the modes of reading, writing, listening, speaking, viewing and representing. Assessment tasks will be a combination of in and out of class tasks. Student achievement of Stage 4 outcomes will be assessed and ranked.

Syllabus Outcomes

A student:

1. Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
2. Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts
3. Uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
4. Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
5. Thinks imaginatively, creatively, interpretively about information, ideas and arguments to respond to and compose texts
6. Identifies and explains connections between and among texts
7. Demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it.
8. Identifies, considers and appreciates cultural expression in texts
9. Uses, reflects on and assesses their individual and collaborative skills for learning

Task Number	Due Date	Task Name	Syllabus Outcomes	Weighting
1.	Term 1 Week 8	Creative Writing Task	1, 4, 7	25%
2.	Term 2 Week 5	Media Task	1, 3, 4, 7	25%
3.	Term 3 Week 9	Character Presentation	2, 5, 9	25%
4.	Term 4 Week 4	Listening Task with Writing Component	1, 3, 8	25%

Year 7 HSIE – AgSTEM

Course Overview

Students will study Geography in Terms 1 & 2 and History in Terms 3 & 4. Topics studied include:

- Landscapes and Landforms
- Place and liveability
- Investigating the Ancient Past
- The Mediterranean World – Rome
- The Asian World – China

Report Outcomes

Semester 1:

1. Locates and describes the diverse features and characteristics of a range of places and environments (GE 41)
2. Describes processes and influences that form and transform places and environments (GE42)
3. Explains how interactions and connections between people, places and environments result in change (GE43)
4. Examines perspectives of people and organisations on a range of geographical issues (GE44)
5. Discusses management of places and environments for their sustainability (GE45)
6. Acquires and processes geographical information by selecting and using geographical tools of inquiry (GE47)
7. Communicates geographical information using a variety of strategies (GE48)

Semester 2:

1. Describes the nature of history and archaeology and explains their contribution to an understanding of the past (HT41)
2. Describes major periods of historical time and sequences events, people and societies from the past (HT42)
3. Describes and assesses the motives and actions of past individuals and groups in the context of past societies (HT43)
4. Identifies the meaning, purpose and context of historical sources (HT45)
5. Locates, selects and organises information from sources to develop an historical inquiry (HT48)
6. Uses evidence from sources to support historical narratives and explanations (HT46)
7. Uses a range of historical terms and concepts when communicating an understanding of the past (HT49)
8. Selects and uses appropriate oral, written, visual and digital forms to communicate about the past (HT410)

Task Number	Due Date	Task Name	Report Outcome Assessed	Weighting
1.	Term 1 Week 8	Geographical Research Task	1,2,7,8	25%
2.	Term 2 Weeks 5/6	Examination	1,2,3,4,5,6,7,8	25%
3.	Term 3 Week 8	Historical Research Task	1,5,6,7,8	25%
4.	Term 4 Weeks 5/6	Examination	1,2,3,4,6,7,8	25%

Year 7 Mathematics – AgSTEM

Report Outcomes

Semester 1:

1. Compares, orders and calculates with integers, applying a range of strategies to aid computation.
2. Operates with integers and indices of numerical bases.
3. Understands and operates with fractions.
4. Classifies, describes, and uses the properties of triangles and quadrilaterals to find unknown side lengths and angles. Identifies and uses angle relationships on sets of parallel lines.
5. Understands and operates with decimals.

Semester 2:

6. Understands and operates with percentages.
7. Generalises number properties to operate with algebraic expressions.
8. Applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
9. Calculates length, perimeter, and area of 2 dimensional shapes. Calculates volume of 3 dimensional shapes.
10. Represents probabilities of simple and compound events.
11. Uses algebraic techniques to solve linear equations.
12. Collects, represents and interprets single sets of data, using appropriate statistical displays and analyses single sets of data using measures of location and range.

Task Number	Due Date	Task Name	Report Outcome Assessed	Weighting
1.	Term 1 Week 6	Test 1	1, 2	25%
2.	Term 2 Week 4	Test 2	3, 4, 5	25%
3.	Term 3 Week 4	Test 3	6, 7, 8, 9	25%
4.	Term 4 Week 5	Test 4	10, 11, 12	25%

Year 7 Music – AgSTEM

Course Overview

Students develop knowledge, skills and understanding of the musical concepts through performing, composing and listening activities.

Report Outcomes

- 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 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
- 4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 4.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Task Number	Due Date	Task Name	Report Outcome Assessed	Weighting
1.	Ongoing Term1 - 4	Performance	1,2, 12	40%
2.	Term 1 Week 8	Rhythm Composition	2,4,5,9	15%
3.	Term2 Week 2	Listening Exam	4,7,8,10	15%
4.	Term 3 Week 7	Class Composition Activity	4,6,9	15%
5.	Term 4 Week 2	Listening Exam	4,11	15%

Year 7 Personal Development, Health, Physical Education – AgSTEM

Course Overview

- The health benefits of physical activity
- Lifelong physical activity
- Food and nutrition
- Safety
- Challenge and adventure activities

Movement Tasks: Team Sport, Athletics, Dance, Gymnastics, Cultural Games

Semester 1 – Report Outcomes

- Refines, applies and transfers movement skills in a variety of physical activities (PD4 – 4)
- Participates in activities that encourage health and a lifetime of physical activity (PD4 – 8)
- Demonstrates self-management skills to effectively manage complex situations (PD4 – 9)
- Proposes strategies to enhance participation in physical activity. (PD4 – 6)

Semester 2 - Report Outcomes

- Movement skills can be adapted and transferred to enhance performance (PD4 – 11)
- Participates in activities that encourage health and a lifetime of physical activity (PD4 – 8)
- Applies interpersonal skills that promote inclusion in a variety of group contexts (PD4 – 10)
- Investigates health practices to promote health, safety and active communities (PD4 – 7)

Task Number	Due Date	Task Name	Outcome Assessed	Weighting
1.	Ongoing	Movement Skill	PD4 - 4	A - E
2.	Ongoing	Movement Participation	PD4 - 8	A - E
3.	Ongoing	Group Interaction	PD4 - 9	A - E
4.	Term 2, Week 2	Knowledge and Understanding	PD4 - 6	A - E
5.	Ongoing	Movement Skill	PD4 - 11	A - E
6.	Ongoing	Movement Participation	PD4 - 8	A - E
7.	Ongoing	Group Interaction	PD4 - 10	A - E
8.	Term 3, Week 8	Knowledge and Understanding	PD4 - 7	A - E

Year 7 Science – AgSTEM

Course Overview:

Topics covered in the Year 7 Science course include:

- Chemical World
- Physical World
- Living World
- Earth and Space

Report Outcomes

Semester 1:

1. Collaboratively and individually produces a plan to investigate questions and problems SC4-5WS
2. Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations SC4-9WS
3. Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles SC4-16CW
4. Explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life SC4-17CW
5. Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually SC4-6WS

Semester 2:

6. Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions SC4-7WS
7. Selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems SC4-8WS
8. Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations SC4-11PW
9. Describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system SC4-12ES
10. Relates the structure and function of living things to their classification, survival and reproduction SC4-14LW
11. Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually SC4-6WS

Task Number	Due Date	Task Name	Report Outcomes Assessed	Weighting
1.	Term 1 Week 9	Practical Task and Science Report	1, 2, 4,5	20%
2.	Term 2 Week 5-6	Half Yearly Exam	2, 3, 4	20%
3.	Term 3 Week 7	Literacy, Numeracy and Skills Assessment Task	6, 7	20%
4.	Term 4 Week 5-6	Yearly Exam	6, 8, 9, 10	20%
	Ongoing	End of Topic Tests	As applicable	20%

Informal class assessments will also take place to meet report outcomes.

Year 7 Technology – Food Technology – AgSTEM

Course Overview

Food technology focuses on the use of resources produced and harvested to sustain human life. Students learn about the characteristics and properties of food. Students are provided with opportunities to develop knowledge and understanding about food selection and preparation, food safety and how to make informed choices when experimenting with and preparing nutritious food.

Students investigate lifestyle issues and learn about the processes involved in food selection when developing an e-recipe book for a particular group. They investigate the requirements of the selected group. Students develop knowledge and understanding about food that they produce and how to vary it depending on the needs of the consumer and thereby designing and producing solutions.

Course Outcomes

Semester 1

- Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities **TE4-1DP**
- Plans and manages the production of designed solutions **TE4-2DP**
- Selects and safely applies a broad range of tools, materials and processes in the production of quality projects **TE4-3DP**
- Explains how the characteristics and properties of food determine preparation techniques for healthy eating **TE4-6FO**

Task Number	Due Date	Task Name	Report Outcomes Assessed	Weighting
1.	Term 2 Week 3	Design Folio	TE4-2DP TE4-6FO	25%
2.	Term 2 Week 3	E Recipe Book	TE4-1DP	25%
3.	Ongoing	Practical Skills	TE4-3DP	40%
4.	Term 2 Week 2	Practical Exam	TE4-3DP	10%

Year 7 Technology – Mixed Material Technology – AgSTEM

Course Overview

This course provides students with the opportunity to develop their ability to design, produce and evaluate quality solutions that respond to identified opportunities and needs. Each of the learning units focuses on particular aspects of the course including design, industrial organisation, group work, and management and production skills. Each successive unit builds upon these skills whilst integrating various sections of the syllabus.

Report Outcomes

Semester 1 & 2:

1. Identifies and applies fundamental OHS principles when working with materials, tools and machines
2. Identifies and uses a range of hand and machine tools in different technological environments
3. Selects and uses elementary communication techniques when designing, making and evaluating projects and ideas
4. Evaluates products in terms of functional use and aesthetics

Task Number	Due Date	Task Name	Task Type	Report Outcome Assessed	Weighting
1.	Ongoing	Workshop Safety Observation	Practical Work and theory	1	20%
2.	Term 2/4 Week 4	Steps in Construction	Theory Assessment	3	15%
3.	Term 2/4 Week 4	Practical Projects and Folio	Practical Work	2	50%
4.	Term 2/4 Week 4	Project Evaluation	Theory Assessment	4	15%

Year 7 Visual Arts – AgSTEM

Course Overview

Through a variety of art making mediums students will develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames.

Students will develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames.

Report 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	Due Date	Task Name	Report Outcome Assessed	Weighting
1.	Term 1 Week 9	Elements of Art	1,2,3,4,5,6	25%
2.	Term 2 Week 7	Ceramics	1,2,3,4,5,6	25%
3.	Term 3 Week 10	Print Making	1,2,3,4,5,6	25%
4.	Term 4 Week 4	Case Study	7, 8, 9, 10	25%

Year 7 Applied Learning – AgSTEM

Course Overview

The Applied Learning Course draws on syllabus content and outcomes from English, Maths, Science, HSIE, Visual Arts, Music and Agriculture.

Semester One Water in the World: This is a transdisciplinary unit of work that encompasses a wide range of core KLAs to explore the concept of 'Water in the World'. The outcomes identified span across both Term 1 and 2 as this is a semester-based unit. This term, students are introduced to the transdisciplinary learning model and draw on prior knowledge to explore the concept of 'Water' on a physical and global scale. This then moves to the regional scale, with a direct focus on the Hawkesbury-Nepean Catchment area. Students investigate water as a crucial resource, the stakeholders and users of water resources and the power of water as an environmental influencer. In Term 2, students continue their investigations of the influence of water on the physical and social environment. They will work towards answering the driving questions of the unit with a focus on sustainability and socio-political awareness and influence to achieve effective management of water resources in the Hawkesbury area. They will focus on consolidation of research, and composition of information, personal and creative expression and ongoing exploration to compose the final communication product.

Semester Two: Biotechnology. This transdisciplinary unit draws on the learning and skills gained from the 'Water in the World' unit to explore the evolving use of biotechnology by humanity across time. The unit first explores the connection between water and body systems at a physical and biological level, moving on to the evolution of agricultural and biotechnological practices throughout history; where students focus on the management, ethics, regulatory and sustainable practices involved in animal production. Students investigate and assess the past and current practices relating to animal production and supply and the issues of environmental sustainability in the future.

Report Outcomes

Semester 1:

1. identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge (SC44WS)
2. collaboratively and individually produces a plan to investigate questions and problems (SC45WS)
3. 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 (SC413ES)
4. explains how interactions and connections between people, places and environments result in change (GE43)
5. discusses management of places and environments for their sustainability (GE45)
6. communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols (MA41WM)
7. applies appropriate mathematical techniques to solve problems (MA42WM)
8. thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts (WN45C)
9. effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies (EN42A)

Semester 2:

10. examines the impact of past and current agricultural practices on agricultural sustainability evaluates the impact of past and current agricultural practices on agricultural sustainability ((AG48)
11. relates the structure and function of living things to their classification, survival and reproduction (SC414LW)
12. uses a range of historical terms and concepts when communicating an understanding of the past (HT49)
13. selects and uses appropriate oral, written, visual and digital forms to communicate about the past (HT410)
14. applies appropriate mathematical techniques to solve problems (MA42WM)
15. operates with ratios and rates, and explores their graphical representation (MA47NA)
16. explains how people in technology related professions contribute to society now and into the future (TE410TS)
17. effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies (EN42A)
18. uses, reflects on and assesses their individual and collaborative skills for learning (EN49E)
19. Identifies and explains the interactions within and between the agricultural sector and Australia's economy, culture and society (AG43)

Task Number	Due Date	Task Name	Report Outcomes Assessed	Weighting
1.	Term 2 Week 1	Oral Presentation	2, 4,6,8	20%
2.	Term 2 Week 10	Website	1, 2, 3, 5, 9	20%
3.	Term 3 Week 8	Visual Communication Journal	13, 11, 13, 17, 18, 20	20%
4.	Term 4 Week 4	Published Book	11, 13, 14 17, 18,	20%
	Ongoing	Reflection Journals (5)	19 and combinations from syllabus specific outcomes in each journal entry.	20%

Year 7 iDesign – AgSTEM

Course Overview

iDesign thinking is a methodology for creative problem solving. iDesign thinking is a non-linear, iterative process that teams use to understand users, challenge assumptions, redefine problems and create innovative solutions to prototype and test. Involving five phases—Empathize, Define, Ideate, Prototype and Test—it is most useful to tackle problems that are ill-defined or unknown.

The opportunity to investigate problems, generate ideas and produce sustainable solutions develops skills and attitudes that are valued in our society and are integral to Australia's economic future. The skills and capabilities developed by students through the study of iDesign mode and its applications can be applied to further education, and career opportunities in agriculture, design, technology, engineering, science, mathematics and related fields.

Students will complete an introductory unit introducing iDesign principles. They will then complete an iDesign challenge each term linked to Agriculture, STEM and sustainability with community and/or industry connections throughout Terms 1-4. Students will evaluate and evidence their learning experiences against an AgSTEM capability framework.

Report Outcomes

1. Creativity and Innovation
2. Communication and Collaboration
3. Flexibility, Adaptability and Life Skills
4. Initiative and Entrepreneurialism
5. Social, Ethical and CrossCultural Skills
6. Literacies for Changing futures
7. Leadership and Responsibility
8. AgSTEM Application.

Task Number	Due Date	Task Name	Weighting
1.	Ongoing	Design Pitches	Complete/Incomplete
2.	Ongoing	Design Portfolio	Satisfactory/Unsatisfactory
3.	Term 4 Week 2	Learning Journey Presentation	Satisfactory/Unsatisfactory
4.	Ongoing	Capability Framework	Complete/Incomplete

Year 7 Agriculture (Stage 4) – 100 hours

Course Overview

This course develops skills and knowledge in the Agricultural industry, plant production and meat production.

Report Outcomes

- Describes a range of plant species and animal breeds used in agricultural enterprises (AG4-1)
- Implements responsible production of plant and animal products (AG4-4)
- Identifies how agricultural products are used in industry and by consumers (AG4-5)
- Identifies and uses skills to manage the interactions within plant production enterprises (AG4-6)
- identifies and uses skills to manage the interactions within animal production enterprises (AG4-7)
- examines the impact of past and current agricultural practices on agricultural sustainability (AG4-8)

Task Number	Due Date	Task Name	Report Outcome Assessed	Weighting
1	Week 7 Term 1	Introduction to Agriculture Test	Ag4-1 Ag4-4 Ag4-9	15%
2	Week 8 Term 2	Research Task Plant Production	Ag4-6 Ag4-6 Ag4-8	35%
3	Week 6 Term 3	Wool Research Task	Ag4-7 Ag4-9	25%
4	Term 4	Yearly Exam	Drawn from all listed outcomes	25%