



*Newtown High School
of the
Performing Arts*

***ASSESSMENT
BOOKLET***

YEAR 7

2025

This provides you with important information about the timing of assessment tasks, the content examined and the weighting of each assessable task you have this year.

Equity, Creativity, Excellence

Newtown High School of the Performing Arts

YEAR 7 ASSESSMENT BOOKLET

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NHSPA Years 7 – 9 Assessment Task Absence & Lateness Policy

Each faculty in the school has formal common assessment tasks, whose schedules are published in the school's official Assessment Booklets. The school is committed to enhancing and encouraging students' learning outcomes. This policy is designed to ensure consistency throughout the school, to ensure no student is disadvantaged and encourage students to meet their assessment deadlines. Students who do not meet deadlines will be penalised in accordance with this policy. Note that students are still expected to complete all tasks so that outcomes can be attempted, assessed and reported on.

All students are given at least **TWO weeks' notice** prior to an assessment task being due.

Illness/misadventure

- In all cases of absence or late submission, students need to bring a note from their parent/carers outlining the reason for the absence/lateness. This will be taken into consideration by the teacher in consultation with the head teacher, to avoid loss of marks.
- Students needing to apply for an extension for an assessment task need to bring a note from their parent/carers at least one week prior to the due date, outlining a valid reason, if they know in advance they will not be able to meet a deadline. This will be taken into consideration by the teacher in consultation with the head teacher.

Technology

Technology problems are generally not deemed a valid excuse for late submission of an assessment task. Further, tasks should be submitted as a hard copy (not USB or similar) to teachers and not emailed unless this is a stated requirement of the task.

Extra-Curricular, Co-Curricular Events and Excursions

- If a scheduled assessment task clashes with an extra or co-curricular activity, e.g. representing the school in performance, technical rehearsal, sporting or other events, it is the students' responsibility to make alternate arrangements at least a week prior to the due date.
- Assessment tasks take precedence over excursions and it cannot be assumed that an assessment task can be rescheduled. This requires negotiation between the student, class teacher and the Head Teacher.

ASSESSMENT TASK ABSENCE & LATENESS PROCEDURES

In Class Tasks (Written & Practical)

Students absent on the date of an in-class task will complete the task in the next lesson or another time (as close as possible to the original due date) as arranged by the class teacher.

Hand In Tasks

A faculty will deduct 20% of the total assessment task mark each school day a task is late. After five school days, if the task is still not submitted the student will receive a mark of zero for the task.

Oral Presentations

Students who are not prepared for an oral presentation on the due date will lose 20% of the total mark each school day until a copy of the speech is handed to their teacher. Students without a hard copy on the due date have the opportunity to give a speech without using notes on that day to avoid loss of marks.

Performances and Group Presentations

Students absent on the date of a performance will be assessed in the next lesson or another time as arranged by the class teacher. In the case of student absence for group performances, the group will still complete the task as scheduled without the absent student. The group will reform to perform for the absent student upon their return but not need to be marked again. If the student does not complete the task within a 2 weeks period from the date of the task, a zero will be recorded.

Year 7 Dance

Task	Outcomes	Task Detail	Weighting	Date Due
1	4.1.1 A student demonstrates an understanding of safe dance practice and appropriate dance technique in the performance of combinations sequences and dances 4.1.3 A student demonstrates an understanding of performance quality through the performance of locomotor and non-locomotor combinations sequences and dances 4.3.1 A student describes dance performances through the elements of dance.	1. Perform Examination Class 2. Submit Written	40%	Term 1 Week 10
2	4.1.2 A student demonstrates an understanding of safe dance practice and appropriate dance technique in the performance of combinations sequences and dances 4.1.4 A student demonstrates an understanding of performance quality through the performance of locomotor and non-locomotor combinations sequences and dances	Perform Class Dance	20%	Term 2 Week 6
3	4.2.1 A student composes dance movement, using the elements of dance that communicates ideas. 4.3.1 A student describes dance performances through the elements of dance	1. Composition Task 2. Submit Written	20%	Term 3 Week 8
4	4.3.1 A student describes dance performances through the elements of dance	Styles Research Project	20%	Term 4 Week 5

Year 7 Drama

Task	Outcomes	Task Detail	Weighting	Due Date
1	<ul style="list-style-type: none"> identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action explores a range of ways to structure dramatic work in collaboration with others uses performance skills to communicate dramatic meaning experiments with performance spaces and production elements appropriate to purpose and audience identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama describes the contribution of individuals and groups in drama using relevant drama terminology 	<p>Welcome to Newtown</p> <p>Devised Performance and Reflection</p>	30%	Term 1 Week 10
2	<ul style="list-style-type: none"> identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action devises and enacts drama using scripted and unscripted material uses performance skills experiments with performance spaces and production elements appropriate to purpose and audience identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama recognises the function of drama and theatre in reflecting social and cultural aspects of human experience 	<p>Melodrama</p> <p>Scripted Performance</p>	20%	Term 2 Week 6
3	<ul style="list-style-type: none"> identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action explores a range of ways to structure dramatic work in collaboration with others experiments with performance spaces and production elements appropriate to purpose and audience explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning recognises the function of drama and theatre in reflecting social and cultural aspects of human experience describes the contribution of individuals and groups in drama using relevant drama terminology 	<p>Scripted Drama</p> <p>Performance & Design Task</p>	30%	Term 3 Week 10
4	<ul style="list-style-type: none"> improvises and playbuilds through group-devised processes devises and enacts drama using scripted and unscripted material explores a range of ways to structure dramatic work in collaboration with others experiments with performance spaces and production elements appropriate to purpose and audience 	<p>Purposeful People</p> <p>Devised Performance</p>	20%	Term 4 Week 5

Year 7 English

Focus Areas	Outcomes
<i>The focus areas for each stage support students' growing knowledge and understanding in the areas of:</i>	<i>A Student:</i>
<ul style="list-style-type: none"> Reading, viewing and listening to texts 	<ul style="list-style-type: none"> EN4-RVL-01 uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
<ul style="list-style-type: none"> Understanding and responding to texts 	<ul style="list-style-type: none"> EN4-URA-01 analyses how meaning is created through the use of and response to language forms, features and structures EN4-URB-01 examines and explains how texts represent ideas, experiences and values EN4-URC-01 identifies and explains ways of valuing texts and the connections between them
<ul style="list-style-type: none"> Expressing ideas and composing texts 	<ul style="list-style-type: none"> EN4-ECA-01 creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas EN4-ECB-01 uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

Task	Outcomes	Task Detail	Weighting	Date Due
1	EN4-RVL-01 EN4-URB-01 EN4-ECA-01	In this module on the social and cultural role of narratives, students compose an imaginative piece of writing.	30%	Term 1 Week 10
2	EN4-URA-01 EN4-URC-01 EN4-ECA-01	In this module on visual texts, students will plan, draft and submit a multimodal narrative.	35%	Term 2 Week 8
3	EN4-RVL-01 EN4-ECA-01 EN4-ECB-01	In this module on genre in fiction, students deliver a presentation. Individually, students compose a reflective essay.	35%	Term 3 Week 9

Year 7 Geography

Task	Outcomes	Task Details	Weighting	Due Date
1	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	Landscapes and Landforms In-class test	50%	Semester 2 Term 3 Week 7
2	GE4-4 examines perspectives 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	Places and Liveability Presentation	50%	Semester 2 Term 4 Week 7

Year 7 History

Task	Outcomes	Task Details	Weight	Due Date
1	<ul style="list-style-type: none"> • HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past • HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies • HT4-8 locates, selects and organises information from sources to develop an historical inquiry • Creativity: thinks and works collaboratively to investigate and create a book about a history mystery from the ancient past 	Hand in task: Historical investigation	50%	Semester 1 Term 1 Week 7
2	<ul style="list-style-type: none"> • HT4-2 describes major periods of historical time and sequences events, people and societies from the past • HT4-5 identifies the meaning, purpose and context of historical sources • HT4-6 uses evidence from sources to support historical narratives and explanations • HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past 	In Class Task: Skills, Knowledge and Source Analysis Ancient Egypt	50%	Semester 1 Term 2 Week 5

Year 7 Mathematics

Task	Outcomes	Task Detail	Weighting	Date Due
	Ongoing Topic Tests	Ongoing in class Topic tests Semester 1, 2	20%	Ongoing Semester 1 and 2
1	MA4-INT-C-01: compares, orders and calculates with integers to solve problems	Task 1 Take home research task	5%	Term 1 Week 9
2	MA4-INT-C-01: compares, orders and calculates with integers, applying a range of strategies to aid computation MA4-ALG-C-01: generalises number properties to operate with algebraic expressions including expansion and factorisation	Task 2 Reference sheet allowed	25%	Term 2 Week 4
3	MA4-INT-C-01: compares, orders and calculates with integers, applying a range of strategies to aid computation MA4-ALG-C-01: generalises number properties to operate with algebraic expressions including expansion and factorisation MA4-EQU-C-01: solves linear equations of up to 2 steps and quadratic equations of the form $ax^2 = c$ MA4-DAT-C-01: classifies and displays data using a variety of graphical representations MA4-LEN-C-01: applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems MA4-ARE-C-01: applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems	Task 3 In class task with reference sheet	25%	Term 3 Week 8
4	MA4-EQU-C-01: solves linear equations of up to 2 steps and quadratic equations of the form $ax^2 = c$ MA4-DAT-C-01: classifies and displays data using a variety of graphical representations	Task 4 Reference sheet allowed	25%	Term 4 Week 8

	<p>MA4-LEN-C-01: applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems</p> <p>MA4-ARE-C-01: applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems</p> <p>MA4-ANG-C-01: applies angle relationships to solve problems, including those related to transversals on sets of parallel lines</p> <p>MA4-PRO-C-01: solves problems involving the probabilities of simple chance experiments</p>			
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Notes

- Half-Yearly Report will comprise tasks 1 and 2
- Yearly Report will comprise tasks 1, 2, 3 and 4
- Specific testing outcomes are subject to change throughout the year. Students are to be advised in writing, 2 weeks in advance of each common test by their classroom teacher

Year 7 Music

Task	Outcomes	Task Detail	Weighting	Date Due
1	<p><i>An Introduction to Musical Concepts</i></p> <p>Demonstrates an understanding of duration, dynamics, pitch and structure through experimenting, improvising, organising and arranging.</p>	<ul style="list-style-type: none"> • Ensemble arrangement/performance <ul style="list-style-type: none"> a) Graphic score arrangement b) Percussive tone colours arrangement 	25%	<p>Term 1</p> <ul style="list-style-type: none"> a) Weeks 5-6 b) Weeks 8-9
2	<p><i>Music of A Culture/World Music Styles</i></p> <p>Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire.</p>	Written test	25%	Term 2 Week 6
3	<p><i>Music and Media (Jingles) and Popular Styles</i></p> <p>Performs music demonstrating solo/ensemble awareness and skills</p> <p>Notates a jingle melody</p>	<p>Solo/ensemble performances</p> <ul style="list-style-type: none"> • Pop song arrangement • Jingle 	25%	<p>Term 3</p> <p>Weeks 5-6</p> <p>Week 9</p>
4	<p><i>Music for Dance- Classical/Contemporary Themes</i></p> <p>Demonstrates a development of musical literacy through the use of notation, terminology, & the reading & interpretation of scores used in the music selected for study</p>	Written Test	25%	Term 4 Week 4

Year 7 PDHPE

Outcomes	Task	Task Detail	Weighting	Date Due
<p>PD4-1 examines and evaluates strategies to manage current and future challenges</p> <p>PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others</p> <p>PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships</p> <p>PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts</p> <p>PD4-5 transfers and adapts solutions to complex movement challenges</p> <p>PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity</p> <p>PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities</p> <p>PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity</p> <p>PD4-9 demonstrates self-management skills to effectively manage complex situations</p> <p>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</p> <p>PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences</p>	1	PDHPE Theory Term 1 and 2	25%	Term 1 and 2 ongoing
	2	PDHPE Practical Term 1 and 2	25%	Term 1 and 2 ongoing
	3	PDHPE Theory Term 3 and 4	25%	Term 3 and 4 ongoing
	4	PDHPE Practical Term 3 and 4	25%	Term 3 and 4 ongoing

Year 7 Science

Task	Outcomes	Task Detail	Weighting	Date
1	<p>SC4-WS-01 Working scientifically Observing uses scientific tools and instruments for observations</p> <p>SC4-WS-02 Working scientifically Questioning and predicting identifies questions and makes predictions to guide scientific investigations</p> <p>SC4-WS-03 Working scientifically Planning investigations plans safe and valid investigations</p> <p>SC4-WS-04 Working scientifically Conducting investigations follows a planned procedure to undertake safe and valid investigations</p> <p>SC4-WS-05 Working scientifically Processing data and information uses a variety of ways to process and represent data</p>	<p>Working Scientifically Skills Task: Formal assessment of working scientifically skills planning and conducting practical investigations.</p>	25%	Term 1 Week 11
2	<p>SC4-WS-07 Working scientifically Problem-solving identifies problem-solving strategies and proposes solutions</p> <p>SC4-WS-08 Working scientifically Communicating communicates scientific concepts and ideas using a range of communication forms</p> <p>SC4-SOL-01 explains how the properties of substances enable separation in a range of techniques</p>	<p>Mixtures Problem Solving and Communicating Task: Formal assessment focusing on knowledge of separation techniques and problem-solving and communication skills</p>	25%	Term 2 Week 4

Year 7 Science (continued)

Task	Outcomes	Task Detail	Weighting	Date
3	<p>SC4-WS-02 Working scientifically Questioning and predicting identifies questions and makes predictions to guide scientific investigations</p> <p>SC4-WS-04 Working scientifically Conducting investigations follows a planned procedure to undertake safe and valid investigations</p> <p>SC4-WS-05 Working scientifically Processing data and information uses a variety of ways to process and represent data</p> <p>SC4-WS-06 Working scientifically Analysing data and information uses data to identify trends, patterns and relationships, and draw conclusions</p> <p>SC4-WS-07 Working scientifically Problem-solving identifies problem-solving strategies and proposes solutions</p> <p>SC4-WS-08 Working scientifically Communicating communicates scientific concepts and ideas using a range of communication forms</p> <p>SC4-FOR-01 describes the effects of forces in everyday contexts</p>	<p style="text-align: center;">Forces Depth Study</p> <p>In this mandatory depth study component of the course, students will apply their scientific understanding of the Forces topic to design and construct a simple machine.</p>	25%	Term 3 Week 3
4	<p>SC4-WS-04 Working scientifically Conducting investigations follows a planned procedure to undertake safe and valid investigations</p> <p>SC4-WS-05 Working scientifically Processing data and information uses a variety of ways to process and represent data</p> <p>SC4-WS-08 Working scientifically Communicating communicates scientific concepts and ideas using a range of communication forms</p> <p>SC4-CLS-01 describes the unique features of cells in living things and how structural features can be used to classify organisms</p>	<p style="text-align: center;">Living Things Research Task</p> <p>Students will select specific organisms for an in-depth classification study and communicate findings as a website</p>	25%	Term 4 Week 3

Year 7 Technology

Task	Outcomes	Task Detail	Weighting	Date Due
1	<p>TE4-SDP-01 explains relationships between sustainability, design and production</p> <p>TE4-PPM-01 applies processes in the planning, management and production of projects</p> <p>TE4-SAF-01 selects and safely uses tools, materials, technologies and processes</p> <p>TE4-PDP-01 describes the practices and processes of designers and producers</p> <p>TE4-DES-01 communicates and evaluates design ideas and solutions</p> <p>TE4-MSC-01 explains how materials, systems and components contribute to solutions</p>	<p>Focus area: Food and agricultural practices</p> <p><u>Progressive Assessment</u> - Design Project Folio - Design Product – practical</p> <p>As these units are rotating and date due will vary, students will be given dates as they commence each new technology</p>	25%	<u>Rotation 1</u> Term 1 Week 10
2		<p>Focus area: Materials and production processes (Wood)</p> <p><u>Progressive Assessment</u> - Design Project Folio - Design Product – practical</p> <p>As these units are rotating and date due will vary, students will be given dates as they commence each new technology</p>	25%	<u>Rotation 2</u> Term 2 Week 10

3	<p>TE4-SDP-01 explains relationships between sustainability, design and production</p> <p>TE4-PPM-01 applies processes in the planning, management and production of projects</p> <p>TE4-SAF-01 selects and safely uses tools, materials, technologies and processes</p> <p>TE4-PDP-01 describes the practices and processes of designers and producers</p> <p>TE4-DES-01 communicates and evaluates design ideas and solutions</p> <p>TE4-MSA-01 explains how materials, systems and components contribute to solutions</p>	<p>Focus area: Materials and production processes (Textiles)</p> <p><u>Progressive Assessment</u></p> <ul style="list-style-type: none"> - Design Project Folio - Design Product – practical <p>As these units are rotating and date due will vary, students will be given dates as they commence each new technology</p>	25%	<p><u>Rotation 3</u> Term 3 Week 10</p>
4	<p>TE4-DIG-01 demonstrates technological literacy to safely interact in digital environments</p> <p>TE4-DIG-02 uses data and digital systems to code, design and produce projects</p>	<p>Focus area: Digital and communication technologies</p> <p><u>Progressive Assessment</u></p> <ul style="list-style-type: none"> - Design Project Folio - Design Product – practical <p>As these units are rotating and date due will vary, students will be given dates as they commence each new technology</p>	25%	<p><u>Rotation4</u> Term 4 Week 8</p>

Year 7 Visual Arts

Task	Outcomes	Task Detail	Weighting	Date Due
1	<p>4.1 - uses a range of strategies to explore different artmaking conventions and procedures to make artworks</p> <p>4.3 - makes artworks that involve some understanding of the frames</p> <p>4.4 - recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts</p> <p>4.6 - selects different materials and techniques to make artworks.</p> <p>4.7 - explores aspects of practice in critical and historical interpretations of art</p> <p>4.9 - begins to acknowledge that art can be interpreted from different points of view</p>	<p>Artmaking: Body of Work (BoW) (35%) Students submit BoW and documentation of processes in VAPD</p> <p>Art Criticism & Art History (10%) Written task Students will learn how to write about an artwork from different points of view</p>	45%	Term 2 Week 2
2	<p>4.1 - uses a range of strategies to explore different artmaking conventions and procedures to make artworks</p> <p>4.2 explores the function of and relationships between artist – artwork – world – audience</p> <p>4.4 - recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts</p> <p>4.5 - investigates ways to develop meaning in their artworks</p> <p>4.8 - explores the function of and relationships between the artist – artwork – world – audience</p>	Artmaking	35%	Term 3 Week 8
3	<p>4.7 - explores aspects of practice in critical and historical interpretations of art</p> <p>4.8 - explores the function of and relationships between the artist – artwork – world – audience</p> <p>4.10 recognises that art criticism and art history construct meanings</p>	Art Criticism & Art History - written task	20%	Term 4 Week 5

Year 7 2025 Assessment Booklet

The Principal
Newtown High School of the Performing Arts
P O Box 785
NEWTOWN NSW 2042

Dear Dr Green

I have received the Assessment Booklet.

Student's Name: (Please print)

Student's Signature:

Date:

I have sighted the School Assessment Booklet and the Calendar of Tasks.

Parent/Carer's Signature:

Date:

Please sign and return this page to O. Callaghan & J. Bradley
(Year 7 Student Advisers) or Deputy Principal N. Rajwar