



# Year 7 Assessment Overview 2018

Year Adviser: Ms R Robson

Principal: Mr M Hensley



## School Philosophy

Kingscliff High School has established a reputation for outstanding achievement in all areas of school life. The school enjoys an enviable reputation in the local and wider community. The school's motto, **"Achievement through Endeavour"** provides the philosophy upon which all areas of our school life are based.

The School endeavours to set the highest standards for our students in all areas. This is reflected in the policies under which we operate.

- Academic quality and achievement are corner-stones of the School's philosophy, along with strong programs in sport, the creative and performing arts and community service.
- All students are assisted and encouraged to acquire skills, knowledge and positive attitudes, enabling each individual to achieve to his/her own highest potential.
- Kingscliff High School is a "uniform" school with a strong commitment to dress code.
- The School is proud of our extensive program of student care and welfare. This centres on things such as our Head Teacher Welfare, an active Welfare Team, Year Advisers, School Counsellor and a range of programs for students with specific needs.
- We have a commitment to physical fitness. Sport is compulsory in Years 7-11. All students are encouraged to take part in regular physical activity.
- The Arts are seen as a valuable and rewarding part of the curriculum. Music, Drama, Dance and Art have valued roles in the life of the School.
- The School provides excellent facilities and opportunities for all practical subjects along with innovative programs in Science, Technology, Engineering and Maths (STEM) and information technology and communication.
- The school offers many co-curricular activities and programs aimed at developing high levels of maturity and leadership amongst all students.

**"Achievement through Endeavour"**

## ASSESSMENT AND REPORTING POLICY

### Stage 4 (Years 7 and 8)

Assessment is continuous throughout each semester. This means that student progress is monitored on a regular basis using a variety of tasks and assessment methods in each course including tests, regular marking of books, assignment work, practical work, spelling tests and class contributions.

Such a variety of assessment types gives students a chance to demonstrate a wide variety of skills and also ensures that each student will be recognised and commended for talents or skills at which he or she is adept.

In order to allow students to display their full skills and knowledge, all tasks used for assessment purposes should have a published marking criteria explaining to students how the task will be assessed prior to their attempting the task.

A WAVE report will be provided to parent twice a term that summarises student's attitude and application to learning.

A detailed School Progress Report is forwarded to parents twice a year, one at the conclusion of Semester 1 and one at the conclusion of Semester II.

The detailed Progress Report will include information on how they have performed relative to the course outcomes, how they have performed relative to other students, a personal profile, marks and teacher's comments.

The detailed Progress Report also includes a profile of subject skills and a record of how well a student has achieved or maintained those skills. The subject teacher makes a meaningful statement on the individual student's progress and may indicate matters of concern which should invite a response from parents.

## ASSESSMENT PROCEDURES YEARS 7 – 9

### Examination Attendance

- Examinations are compulsory assessment tasks and, in all but exceptional circumstances, should be completed on the day timetabled. Examination timetables will be made available at least one week in advance;
- Students who know in advance they have a legitimate reason (including representing the school, unavoidable medical issues or unforeseen family circumstances) for not attending an exam must see the Head Teacher of the exam being missed to reschedule the exam;
- Any absence from an exam should be explained with a written explanation from a parent/care provider. This letter should be submitted to the class teacher on the next day of attendance so that a time for the exam can be rescheduled;
- Where no note is supplied or the reason for the absence is unacceptable (such as misreading the exam timetable, truancy or attending non-school events) a zero will be awarded for the examination missed;
- In exceptional circumstances where a legitimate absence extends for a significant period of time an estimate for the exam may be considered.

## Examination Rules

- Rules governing the conduct of an examination will be attached to the examination timetable (see next page). These rules will be explained prior to the examination period;
- Any conduct that is deemed to disturb the orderly conduct of an exam will result in a deduction of 20% of marks awarded for the first personal warning. Any further infringements and a zero will be awarded for that examination;
- No personal warnings will be issued for cheating or using mobile/data devices. In such cases a zero will be awarded for that examination.

## Class Assessment Tasks

- Students will be given a minimum of one week's notice for an assessment task.
- Students who know in advance they have a legitimate reason (including representing the school, unavoidable medical issues or unforeseen family circumstances) for not attending a class assessment task or not being able to meet an assessment deadline must see the Head Teacher of the subject to negotiate a new due date;
- Students who hand in assessment tasks late should not be advantaged by the extra time they have available to them. Therefore late submissions will incur the following penalties:
  - 1 day after the due date= deduct 10% of the marks awarded
  - 2 days after the due date= deduct 20% of the marks awarded
  - 3 day after the due date= deduct 30% of the marks awarded
  - 4 days after the due date= deduct 40% of the marks awarded
  - 5 days after the due date= deduct 50% of the marks awardedWork not handed in or handed in after 5 days will receive zero for that task.
- Any absence on the day an assessment task is due should be explained with a medical certificate or written explanation from a parent/care provider. This letter should be submitted to the class teacher on the next day of attendance along with the task.
- In exceptional circumstances where a legitimate absence extends for a significant period of time an extension of the due date can be negotiated with the Head Teacher of that faculty.

## EXAM RULES

<b>ENTRY INTO EXAM VENUE</b>	<ul style="list-style-type: none"> <li>Should be in class groups as instructed by teachers</li> </ul>
<b>LATE ARRIVAL</b>	<ul style="list-style-type: none"> <li>Students should be on time for all exams</li> <li>No entry to the exam will be allowed 30 minutes or more after exam start time</li> <li>No extra time will be granted for students who arrive late</li> </ul>
<b>NO TALKING AND NOISE</b>	<ul style="list-style-type: none"> <li>No talking upon entering the exam venue</li> <li>No talking during the exam</li> <li>No talking at the completion of the exam</li> </ul>
<b>EQUIPMENT</b>	<ul style="list-style-type: none"> <li>It is the student's responsibility to bring all necessary equipment needed for each exam</li> <li>No borrowing is permitted in the exam venue</li> </ul>
<b>REMAIN SEATED</b>	<ul style="list-style-type: none"> <li>Students should be seated and facing the front whilst in the exam venue</li> </ul>
<b>LEAVING EARLY</b>	<ul style="list-style-type: none"> <li>Years 7–11 students are not permitted to leave an exam before the stated finish time</li> <li>Year 12 students are not permitted to leave during the first hour of an exam or the last fifteen minutes</li> </ul>
<b>TOILETS</b>	<ul style="list-style-type: none"> <li>Students should visit the toilet before each exam</li> <li>Toilet breaks will not be granted during an exam unless a doctor's certificate has been supplied to the Deputy Principal prior to the exam</li> </ul>
<b>CHEATING</b>	<ul style="list-style-type: none"> <li>Any form of cheating or "non serious attempt" will result in a student receiving a zero mark for that exam</li> </ul>
<b>MOBILE PHONES, MP3 PLAYERS AND DATA STORAGE DEVICES</b>	<ul style="list-style-type: none"> <li>Any student who is caught in the possession of a mobile phone, MP3 or data storage device in the exam venue will receive a zero MARK for that exam</li> </ul>
<p><b>CONSEQUENCES FOR BREACHING EXAM RULES:</b></p> <ol style="list-style-type: none"> <li>General warning is the final warning</li> <li>First personal warning will result in the loss of 20% of exam marks and will be noted on the exam paper</li> <li>Second personal warning will result in receiving a "zero" for that exam and will be noted on the exam paper</li> <li>No personal warnings will be issued for cheating or mobile phones</li> </ol>	
<p><b>APPEALS:</b></p> <p>Any student wishing to appeal a sanction imposed for breaching exam rules must do so in writing to the Deputy Principal within 5 school days from the date of the exam.</p>	
<p><b>ILLNESS AND MISADVENTURE:</b></p> <p>Students unable to attend exam/s due to illness or misadventure should:</p> <ol style="list-style-type: none"> <li>Inform the school ASAP, preferably prior to the exam;</li> <li>Submit written reason for absence (such as a doctor's certificate, note from parent/care provider etc) to your class teacher on the first day back at school;</li> <li>Where no note is supplied or the reason for the absence is unacceptable (such as misreading the exam timetable, truancy or attending a non-school events) a zero will be awarded for the examination missed;</li> </ol>	

Term 1		
<b>Close Study of Novel</b>	<b>Assessment</b>	<b>Approx. due date</b>
This unit focuses on the skills needed to engage in a close study of a novel. Students will engage with novels as text annually, therefore, it is vital that Year 7 students develop the skills, knowledge and understanding needed to not only access information in long form prose fiction, but also become critical readers of novel as text. Students will look at the key features of a novel such as: plot, structure, characterisation, themes, setting, language forms and features. Students will complete a close reading of a novel and undergo a number of teaching and learning activities that develop an appreciation of literary devices used by the composer to engage the responder.	Oral Task	Term 1 Week 9
<b>Term 2</b>		
<b>A Path on Which to Travel</b>	<b>Assessment</b>	<b>Approx. due date</b>
In this unit, students will develop knowledge and understanding of poetic texts, particularly metalanguage and form. Students will further develop understanding of the picture book form (with some introduction to the metalanguage of visual texts). Students will respond to a range of poems and picture books of different form and media. Students will evaluate texts for meaning, relevance and pleasure. Students will further consolidate their understanding of purpose, audience and context.	Picture Book and Reflection Or Poetry Anthology	Term 2 Week 6
<b>Term 3</b>		
<b>Genre Taxonomy</b>	<b>Assessment</b>	<b>Approx. due date</b>
The main objective of this unit is to encourage students to be critical viewers of film so that they can effectively view and respond to film. They will be exposed to a variety of extracts, expected to use the metalanguage of film, recognise genre and its conventions, respond to the 'story' of the film and its characters, situations and concerns, and be able to critically interpret the way composers shape meaning in film.	Essay	Term 3 Week 9
<b>Term 4</b>		
<b>The Evolution of Theatre</b>	<b>Assessment</b>	<b>Approx. due date</b>
The objective of this unit is to develop student's critical understanding of drama as a text. Students will also develop knowledge and understanding of the political and social functions of drama as text. Students will gain an understanding of the evolution of theatre through an exploration of the key historical theatre movements and will develop an awareness of the influences these developments have had on modern theatre. Students will focus on the more traditional forms of drama, particularly Greek drama, Commedia Del Arte and Melodrama.	Page to Stage Appropriation	Term 4 Week 6
<b>Equipment required for English</b> <ul style="list-style-type: none"> <li>• A4 book (must have separate one for English)</li> <li>• Display folder</li> <li>• Blue and red pens, ruler, glue, scissors, highlighters</li> <li>• USB</li> </ul> <b>How Can Parents help?</b> Students always have work to complete in English: <ul style="list-style-type: none"> <li>• Ensure 20 minutes - half an hour of reading occurs 6 nights a week. Wide reading assignment are handed in 1 per term</li> <li>• Assist students to time manage homework and assessment activities and tasks set by their teachers: this includes planning, drafting, editing and writing substantial drafts for assessment tasks and wide reading assignments</li> </ul>		

Year 7

Mathematics

Head Teacher: Mr P Geeves

Term 1		
Topic / Theme Description	Assessment	Approx. due date
Computation with Positive Integers, Angle Relationships, Computation with Negative Integers	Computation with Positive Integers Exam	Week 6
Term 2		
Topics / Theme Description	Assessment	Approx. due date
Understanding Fractions and Decimals, Probability	Half Yearly Exam (Computation with Negative Integers, Understanding Fractions and Decimals)	Week 6
Term 3		
Topics / Theme Description	Assessment	Approx. due date
Computation with Fractions and Decimals, Time, Algebraic Techniques 1	Time Assignment	Week 7
Term 4		
Topics / Theme Description	Assessment	Approx. due date
Equations 1, Measurement of Length, Perimeter and Area, Introducing Indices	Yearly Exam (Algebraic Techniques 1, Equations 1)	Week 6

## Year 7

## Science

Rel. Head Teacher: Mrs J O'Keeffe

Term 1		
<b>Topic: Introduction to Science</b> <b>Theme: Changes in Scientific Knowledge</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Students will research an example of how changes in scientific knowledge have contributed to solving a real world human health issue, using related evidence.	Research Task	Week 9
Term 2		
<b>Topics: Introduction to Science, States of Matter, Energy, Science Skills</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Students will demonstrate knowledge and understanding of subject content, and process and science skills competency.	Half-yearly exam	Week 6
Term 3		
<b>Topic: Scientific Investigations and Science Skills</b> <b>Theme: Writing a Scientific Report</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Using a scaffold, and with modelling and guidance by teachers, students will plan and conduct scientific investigations. Students will then submit a scientific report of one of the investigations.	Scientific Report	Week 7
Term 4		
<b>Topics: Living Things and Classification, Geology, Ecosystems, Science Skills</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Student will demonstrate knowledge and understanding, and process and science skills competency.	Yearly exam	Week 6
<b>Equipment required for Science:</b> <ul style="list-style-type: none"> <li>• Pens, pencils, ruler, eraser, calculator, for every lesson and for exams</li> <li>• Science workbook</li> </ul> <b>How Can Parents help?</b> <ul style="list-style-type: none"> <li>• Assist students to time manage homework and assessment activities and tasks set by their teachers</li> </ul>		



## Year 7

## Geography

Head Teacher: Mr W Smith

<b>Term 1</b>		
Topics / Theme Description: Landscapes and Landforms	Assessment: Skills test	Approx. due date: Week 7, Term 1
<b>Term 1</b>		
Topics / Theme Description: Water in the World	Assessment: Research Assignment	Approx. due date: Week 2, Term 2
<b>Term 2</b>		
Topics / Theme Description: Place & Liveability	Assessment: End of Course Exam	Approx. due date: Week 8, Term 2
<p><b>Equipment required for Geography</b></p> <ul style="list-style-type: none"> <li>A4 book, blue, black and red pen, rulers, USB, glue, scissors and highlighters</li> </ul> <p>Equipment may vary slightly for individual classes</p> <p><b>How Can Parents help?</b> Geography is a subject which deals with contemporary issues. Therefore, having discussions with students around current issues in world politics, environments and social trends can help with background knowledge.</p>		

Year 7

History

Head Teacher: Mr W Smith

<b>Term 1</b>		
Topics / Theme Description: Investigating the Ancient Past	Assessment: Skills test	Approx. due date: Week 5, Term 1
<b>Term 1 /2</b>		
Topics / Theme Description: The Mediterranean World	Assessment: Research Assignment	Approx. due date: Week 4, Term 2
<b>Term 2</b>		
Topics / Theme Description: The Asian World	Assessment: End of Course Exam	Approx. due date: Week 8, Term 2
<p><b>Equipment required for History:</b></p> <ul style="list-style-type: none"> <li>A4 book, blue, black and red pen, rulers, USB, glue, scissors and highlighters</li> </ul> <p>Equipment may vary slightly for individual classes</p> <p><b>How Can Parents help?</b> By investigating the past, History helps us understand other people's viewpoints and develops skills in thinking, questioning, analysing, interpreting, explaining and arguing. Therefore, having discussions with your child about significant events in current world events and in your own personal history can help with important background knowledge.</p>		

Year 7

## Technology Mandatory 1A

Head Teacher: Mr M Wiggins

<b>Course: Terms 1, 2, 3 and 4 (10 Week Course)</b>		
<b>Topic / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Introduction to Design and Technology: Skills Exercise – Calculator Box, CAD, Concept Sketching, 3D Printing and The Work of Designers	Project and Skills Exercises, Work of Designers Research Activity 20%	Week 4 (Each Term)
<b>Course</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
The Built Environment – Interior Design: Bedside Storage Unit	Project 40%	Week 7 (Progress Mark - Each Term)
<b>Course</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
The Built Environment – Interior Design: Bedside Storage Unit Design Folio	Project Folio – Research, planning, Sketching, CAD, evaluation 40%	Week 7 (Each Term)
<p><b>Equipment required for Technology Mandatory 1A</b></p> <ul style="list-style-type: none"> <li>• Apron – available at school office</li> <li>• Sturdy fully covered footwear</li> <li>• Pencil</li> <li>• School diary</li> <li>• Hair restraint</li> <li>• USB stick</li> </ul> <p><b>How Can Parents help?</b> Ensure that course fees are paid to cover project consumables</p>		

**Year 7**

**Technology**

**Head Teacher: Ms D Shea**

Term 1,2,3 and 4		
Topics (10 week course)	<b>Assessment</b>	
Information and Promotion	Promotion Package on Healthy Eating including brochure, apron, logo	The subject will be continually assessed throughout the term. Mostly on work they are completing in class, while a few small tasks will need to be completed at home. The complete project will need to be finalised by the end of term.
<p><b>Equipment required for Technology</b></p> <ul style="list-style-type: none"> <li>• Pens, pencils and USB stick</li> <li>• Other requirements provided in class e.g. fabric, ingredients for food preparation, booklet provided through subject fees \$25</li> </ul> <p><b>How Can Parents help?</b>                      Ensure that course fees are paid to cover project consumables.                      Assisting their child with research on healthy eating.</p>		

Year 7

Dance

Head Teacher: Mrs K Boyd

Term 1-4 (5 week course)		
Topic / Theme Description	Assessment	Approx. due date
Performance, Composition and Appreciation. Focus on Space and Safe Dance	Individual/Pair/Small group tasks in class	During 5 weeks
<p><b>Equipment required for Dance</b></p> <ul style="list-style-type: none"> <li>Change of clothes (must be comfortable and appropriate)</li> </ul> <p><b>How Can Parents help?</b> Encourage performance opportunities made available at Kingscliff High School</p>		

Year 7

Drama

Head Teacher: Mrs K Boyd

Terms 1-4 (5week course)		
Topics / Theme Description	Assessment	Approx. due date
Making, Performing and Appreciating. Focus on What is Drama? Elements of Drama	Individual/Pair/Small group tasks in class	During week 5
<p><b>Equipment required for Drama</b> N/A</p> <p><b>How Can Parents help?</b> Encourage performance opportunities made available at Kingscliff High School</p>		

## Year 7

## Music

Head Teacher: Mrs K Boyd

Term 1		
Introduction to the Concepts of Music	Practical assessment tasks on keyboard and guitar	3 per term Weeks 4, 6 and 8
	Musicianship development – Aural tests	Every week
	Written end of term test	Week 8
Term 2		
Australian Music	Practical assessment tasks on keyboard, guitar and percussion	3 per term
	Musicianship development – Aural tests	Every week
	Written end of term test	Week 7
<p><b>Equipment required for Year 7 Music</b></p> <ul style="list-style-type: none"> <li>Plastic display folder and basic stationary (pen, pencil and highlighter)</li> </ul> <p><b>How Can Parents help?</b> Engage with your child about the types of music you used to listen to. Ask your child to compare it with the types of music they listen to today. If you play an instrument, ask your child to perform what they are learning in class and attempt to play it with them</p> <p>Kingscliff High School Creative and Performing Arts (CAPA) department run a whole school production in Terms 2 and 3. It is an amazing opportunity for our talented students to showcase their outstanding performance ability. Your attendance and support is greatly appreciated.</p>		

## Year 7

## Visual Arts

Head Teacher: Mrs K Boyd

Term 1/3		
Topic / Theme Description	Assessment	Approx. due date
<p><b>Elements and principles of design</b> Investigation of Visual Arts techniques and processes through various artists, artworks and themes</p> <p>Develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames</p>	<p><b>Art Making (80%)</b></p> <ul style="list-style-type: none"> <li>In class activities, however students may bring home their Visual Arts Process Diary to complete an activity at home from time to time.</li> </ul> <p><b>Critical &amp; Historical Studies (20%)</b></p> <ul style="list-style-type: none"> <li>Artist studies</li> </ul>	<p>Fortnightly/ongoing</p> <p>One task every three to four weeks</p>
Term 2/4		
Topics / Theme Description	Assessment	Approx. due date
<p><b>Ceramics</b> Egyptian-based contemporary clay work</p> <p>Develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames</p>	<p><b>Art Making (80%)</b></p> <ul style="list-style-type: none"> <li>Clay Mask Design</li> <li>Clay Mask</li> <li>Major Claywork design</li> <li>Major Claywork (Modern Canopic Jar)</li> </ul> <p><b>Critical &amp; Historical Studies (20%)</b></p> <ul style="list-style-type: none"> <li>Artist/Art Movement studies</li> <li>Cultural studies <ul style="list-style-type: none"> <li>African</li> <li>Egyptian</li> </ul> </li> </ul>	<p>Week 2</p> <p>Week 2</p> <p>Week 4</p> <p>Week 6</p> <p>Weeks 5 &amp; 10</p> <p>Week 2</p> <p>Week 5</p>
<p><b>Equipment required for Visual Arts</b></p> <ul style="list-style-type: none"> <li>An A3 size Visual Arts Sketch Book (available from the school office)</li> <li>2B/4B pencil</li> <li>Ruler, eraser, sharpener, glue stick, scissors, coloured pencils (watercolour pencils optional)</li> <li>Plastic bags to wrap clay works in progress</li> <li>An apron and an old hand towel</li> <li>Hand moisturiser (for dry hands when working with clay – optional)</li> </ul> <p><b>How Can Parents help?</b></p> <ul style="list-style-type: none"> <li>Ensure that course fees are paid to cover project consumables.</li> <li>Ensure students have the required equipment</li> <li>Provide students with access to the internet for research and planning</li> <li>Provide positive encouragement to students</li> </ul>		

**Year 7**

**Japanese**

**Head Teacher: Mr D Opfer**

<b>Term 3</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Japan: Land and People	Assignment	Week 10
Introduction to Japanese		
Meeting and greeting	Speak, Read, Write, Listen	Week 8
Reading Hiragana		
<b>Term 4</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Counting in Japanese	Speak, Read, Write, Listen	Week 5
Eating Drinking and Having Fun		
Reading Hiragana	Reading 6	Week 6
<b>Term</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
<b>Term</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>

**Equipment required for Year 7 Japanese**

- Exercise book
- Coloured pencils
- Black, blue and red pen
- Pencil, eraser, ruler

**How Can Parents help?**

Support the idea of learning a language

Discuss multiculturalism

Learning a language is important because: It helps better understand our native tongue, it improves our ability to manipulate English, it gives an appreciation of Australian culture and our place within Asia, it can help make us more employable.



Year 7

Personal Development, Health and Physical Education (PDHPE)

Head Teacher: Mr K Bassingthwaighte

Semester 1 or 2		
Topics / Theme Description	Assessment	Approx. due date
<p><b>Theory units:</b> Who am I? What does it mean to be healthy?</p> <p><b>Practical Units:</b> Fundamental Movement Skills, Athletics, Let's get Moving, Cross Country, Fitness</p>	<p><b>Theory Assignment:</b> Written task – social media (30%)</p> <p><b>Practical Assessment:</b> Fundamental Movement Skills, Athletics, Fitness (70%)</p>	<p>Late Term 1 or 3</p> <p>Varies throughout the semester</p>
<p><b>Equipment required for Year 7 Personal Development, Health and Physical Education</b></p> <ul style="list-style-type: none"> <li>• Change of clothes and hat for practical units</li> <li>• Year 7 Book and pen for theory lessons</li> </ul> <p><b>How Can Parents help?</b></p> <p>Parents can assist by ensuring their child has a change of clothes for PRACTICAL tasks. Be aware of the due date of THEORY tasks and have their child hand in assessment on time. Encourage students to participate and assist them to be fully organised with appropriate equipment.</p>		