

# KINGSCLIFF HIGH SCHOOL



**ACHIEVEMENT THROUGH ENDEAVOUR**

## **Year 7 2023 Assessment Overview**

<b>Principal</b>	<b>Mr M Hensley</b>
<b>Deputy Principal for Year 7:</b>	<b>Mr D Borg</b>
<b>Year 7 Pod Head Teacher:</b>	<b>Ms N McPherson</b>
<b>Year 7 2023 Adviser:</b>	<b>Ms B Hawkey</b>

*Celebrating individual growth through real world, respectful and passionate learning on Bundjalung land*

## **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 examination must see the Head Teacher of the examination being missed to reschedule the examination;
- Any absence from an examination 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 examination can be rescheduled;
- Where no note is supplied or the reason for the absence is unacceptable (such as misreading the examination 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 examination 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 two weeks' 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 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.

## EXAMINATION 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, SMART WATCH AND DATA STORAGE DEVICES</b>	<ul style="list-style-type: none"> <li>Any student who is caught in the possession of a mobile phone, smart watch, or data storage device in the exam venue may receive a zero MARK for that exam</li> </ul>

### CONSEQUENCES FOR BREACHING EXAM RULES:

- General warning is the final warning
- First personal warning will result in the loss of 20% of exam marks and will be noted on the exam paper
- Second personal warning will result in receiving a "zero" for that exam and will be noted on the exam paper
- No personal warnings will be issued for cheating or mobile phones

### APPEALS:

Any student wishing to appeal a sanction imposed for breaching exam rules must do so in writing to the Deputy Principal within five (5) school days from the date of the exam.

### ILLNESS AND MISADVENTURE:

Students unable to attend exam/s due to illness or misadventure should:

- Inform the school ASAP, preferably prior to the exam;
- Submit written reason for absence (such as a medical certificate, note from parent/care provider etc) to your class teacher on the first day back at school;
- 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.

<b>Term 1</b>		
<b>Me In A Bag</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.	Selection of tasks based on a close study of a selected novel.	Term 1 Week 9
<b>Term 2</b>		
<b>Me In The World</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.	Paper bag critical analysis book review	Term 2 Week 6
<b>Term 3</b>		
<b>Lessons from the Past</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.	Creative Writing Task	Term 3 Week 7
<b>Term 4</b>		
<b>Eye on the Future</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.	Essay Task	Term 4 Week 4
<p><b>Equipment required for Literacy:</b></p> <ul style="list-style-type: none"> <li>• A4 book (must have separate one for Literacy)</li> <li>• Display folder</li> <li>• Blue and red pens, ruler, glue, scissors, highlighters</li> <li>• iPad and earphones</li> </ul> <p><b>How Can Parents help?</b> Students always have work to complete in English:</p> <ul style="list-style-type: none"> <li>• Ensure 20 minutes - half an hour of reading occurs six nights a week. Wide reading assignments are handed in one 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>		

Term 1		
<b>Me In A Bag</b>	<b>Assessment</b>	<b>Approx. due date</b>
Number Theory Computation with Positive Integers, Angle Relationships	Computation with Positive Integers / Number Theory Test	Week 6
Term 2		
<b>Me In The World</b>	<b>Assessment</b>	<b>Approx. due date</b>
Understanding Fractions and Decimals, Probability, Computation with Negative Integers	Half Yearly Examination (Computation with Negative Integers, Angle relationships)	Week 6
Term 3		
<b>Lessons from the Past</b>	<b>Assessment</b>	<b>Approx. due date</b>
Computation with Fractions and Decimals, Time, Algebraic Techniques 1	STEM Assignment	Week 7
Term 4		
<b>Eye on the Future</b>	<b>Assessment</b>	<b>Approx. due date</b>
Equations 1, Measurement of Length, Perimeter and Area, Introducing Indices	Yearly Examination (Algebraic Techniques 1, Equations 1)	Week 6
<p><b>Equipment required for Numeracy:</b></p> <ul style="list-style-type: none"> <li>• A4 book (must have separate one for Numeracy)</li> <li>• Mathematical Set with protractor, compass, etc</li> <li>• Scientific Calculator</li> <li>• Blue and red pens, ruler, glue, scissors, highlighters and a ruler</li> <li>• iPad and earphones</li> </ul> <p><b>How Can Parents help?</b> Students always have work to complete in Math:</p> <ul style="list-style-type: none"> <li>• Ensure 20 minutes - half an hour of concept review occurs four nights a week.</li> </ul> <p>Assist students to time manage homework and assessment activities and tasks set by their teachers.</p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. Students may also have additional in class topic tests that will form part of their assessment</li> <li>2. All assessment tasks (apart from STEM assignment) will be done without a calculator</li> </ol>		

<b>Term 1</b>		
<b>Theme: Me In A Bag</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
<b>Topic: Introduction to Science, Working Scientifically Skills</b>	Science Investigation	Week 9
<b>Term 2</b>		
<b>Theme: Me In the World</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
<b>Topic: Ecology, Classification and Living Things</b>	Digital Brochure	Week 6
<b>Term 3</b>		
<b>Theme: Lessons from the Past</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
<b>Topic: Geology, The Earth, Working Scientifically skills</b>	Practical Skill Test	Week 8
<b>Term 4</b>		
<b>Theme: Eye on the Future</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
<b>Topic: Earth Resources , Resources Management, Energy</b>	Solar Car Portfolio, Class Debate	Week 6
<b>Term 1</b>		
<b>Topic: Me In A Bag</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
<b>Introduction to Science,</b>		
<b>Theme: Changes in Scientific Knowledge</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
<b>Term 2</b>		
<b>Topic: Me In A Bag</b> <b>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 examination	Week 6
<b>Term 3</b>		
<b>Topic: Lessons from the Past</b> <b>Working Scientifically</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
<b>Term 4</b>		
<b>Topic: Eye on the Future</b> <b>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 examination	Week 6

**Equipment required for iSTEM:**

- Pens, pencils, ruler, eraser and calculator for every lesson
- iSTEM workbook – 128 pages
- Apron (available from the office and can be used in CAPA activities as well)

**How Can Parents help?**

- Assist students to time manage homework and assessment activities and tasks set by their teachers
- Check in with their child's class team for any classwork, tasks, etc.



**Year 7****Humanities****Head Teacher: Noni McPherson****Humanities encompasses: English, HSIE (Human Societies and Its Environments) and PDHPE (Personal Development, Health and Physical Education)**

<b>Term 1</b>		
<b>Me In A Bag</b>	<b>Assessment</b>	<b>Approx. due date</b>
This unit focuses on the skills needed to engage in a close study of a selected texts. Students will engage with a variety of texts 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 various text types. Students will look at the key features of texts 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.	Picture Book	Term 1 Week 9
<b>Term 2</b>		
<b>Me In The World</b>	<b>Assessment</b>	<b>Approx. due date</b>
In this unit, students will develop knowledge and understanding of sustainability and how this looks in their worlds, encouraging them to think more globally and deeply. Students will research and present their chosen Sustainable Water Management Program. They will develop a multi modal presentation to their class, where appropriate.	Speech and PowerPoint Presentation	Term 2 Week 8
<b>Term 3</b>		
<b>Lessons from the Past</b>	<b>Assessment</b>	<b>Approx. due date</b>
This unit explores Ancient Australia focussing on Aboriginal and Torres Strait Islander histories and cultures. Students will engage in several enquiry learning opportunities that provide insight and perspective Students will work in teams to create a presentation in the form of a market stall that is engaging to the cohort.	Market Stall Group Task	Term 3 Week 9
<b>Term 4</b>		
<b>Eye on the Future</b>	<b>Assessment</b>	<b>Approx. due date</b>
The focus of this unit is on adolescence and change considering place and liveability. Students consider the notion of puberty and how this can be influenced by environmental and social circumstances. Students explore a variety of scenarios where they will be required to devise a resolution by composing a play script.	Script Composition and Performance	Term 4 Week 5
<b>Equipment required for Humanities:</b> <ul style="list-style-type: none"> <li>• 128 page A4 book (must have separate one for Humanities)</li> <li>• Display folder</li> <li>• Blue and red pens, ruler, glue, scissors, highlighters</li> <li>• iPad and earphones</li> </ul> <b>How Can Parents help?</b> Students always have work to complete in Humanities <ul style="list-style-type: none"> <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>		

CAPA encompasses Visual Arts, Dance and Drama (Music is covered in Year 8)

Term 1		
Topic: Me In A Bag	Assessment	Approx. due date
<p><b>Visual Arts</b>  <b>Mixed Media and Painting</b>– students will explore the Elements of Art and Design through a variety of activities that include:</p> <ul style="list-style-type: none"> <li>- Personal Logo Design</li> <li>- Yondr Pouch Screen Print</li> <li>- Decorating their bags for presentation at the showcase</li> <li>- Completion on a series of works and activities that demonstrate their understanding of the elements of art.</li> <li>- The creation of a still life which depicts aspects of themselves</li> </ul> <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>Dance / Drama</b> – Exploration of one's self through the elements of Dance/Drama – space, time, dynamics, focus. Create a “Me In A Minute” video.</p>	<p><b>Art Making</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> <li>• Bookwork and artworks</li> </ul> <p><b>Critical &amp; Historical Studies</b></p> <ul style="list-style-type: none"> <li>• A focus on Artist Practice</li> <li>• Artist studies</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>• Elements of Dance and Drama</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• Composers movement, using the elements of dance to communicate ideas\</li> <li>• Improvises and play builds through group devised processing</li> </ul>	<p>Term 1 Week 9</p> <p>Term 1 Week 10</p>
Term 2		
Topic: Me In The World	Assessment	Approx. due date
<p><b>Visual Arts</b>  <b>Stencilling and Spray Painting</b>– students will explore how art is used to convey messages to the audience. They will create a series of works based on a concept highlighting an environmental, political or social comment on the world we live.</p> <ul style="list-style-type: none"> <li>- Designs for their stencil work</li> <li>- The development of meaning in their works and their process documentation</li> <li>- Stencil production</li> <li>- Final stencil work and presentation</li> </ul> <p>Develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of the conceptual framework and artwork analysis through the Postmodern Frame.</p> <p><b>Dance</b> – Practising safe dance technique and learnt performance sequence</p>	<p><b>Art Making</b></p> <ul style="list-style-type: none"> <li>• Stencil Work and Design</li> <li>• Artist Statement</li> <li>• Bookwork</li> </ul> <p><b>Critical &amp; Historical Studies</b></p> <ul style="list-style-type: none"> <li>• A focus on the Conceptual Framework and the Postmodern Frame.</li> <li>• Artist studies</li> </ul> <p><b>Dance Performance</b></p>	<p>Ongoing and final work due in Week 10</p> <p>Weeks 5 and 10</p> <p>Week 4 and 9</p>

<p><b>Drama</b> – Students will learn the purpose and function of drama as an art form and will experiment with key elements of drama as they learn to enact and describe drama.</p>	<ul style="list-style-type: none"> <li>• Elements of dance through the learnt routine created by teacher with theme/intent.</li> </ul> <p><b>Drama Performance</b></p> <ul style="list-style-type: none"> <li>• Task rehearsals: Student groups 4-5. They are to select a news headline and create a 1-2 minute performance.</li> <li>• They must present their work in progress to the class.</li> </ul>	
<b>Term 3</b>		
<b>Topic: Lessons From The Past</b>	<b>Assessment</b>	<b>Approx due date</b>
<p><b>Visual Arts</b>  <b>Ceramics</b>– students will explore how art has been used throughout time to inform on lifestyle and depict meaning with cultural significance.</p> <ul style="list-style-type: none"> <li>- Designs for their pinch and coil constructed pot story depiction and related artifact.</li> <li>- The development of meaning in their works and their process documentation.</li> <li>- Pinch pot and coil constructed vessel and related artifact replica.</li> <li>- Final ceramic creation and presentation.</li> </ul> <p>Demonstrated ability to interpret Aboriginal Dreaming and depict visually into their artworks. Develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of the Cultural Frame</p> <p><b>Dance</b> – Students are to work both individually and as a group through discussion-based activities throughout this unit. Students will investigate Aboriginal Dance through traditional styles to modern contemporary styles in written and practical forms.</p>	<p><b>Art Making</b></p> <ul style="list-style-type: none"> <li>• Artefact planning, outline and design</li> <li>• Pinch Pot</li> <li>• Artefact</li> <li>• Bookwork</li> </ul> <p><b>Critical &amp; Historical Studies (20%)</b></p> <ul style="list-style-type: none"> <li>• Artifact report</li> <li>• A focus on the Cultural Frame.</li> <li>• Artist studies</li> </ul> <p><b>Appreciation</b></p> <ul style="list-style-type: none"> <li>• Research and investigate Aboriginal dance in Australia through thought-provoking questions to produce a PEEL paragraph.</li> </ul>	<p>Ongoing and final work due in Week 9</p> <p>Week 5 and 9</p> <p>Week 10</p>
<b>Term 4</b>		
<b>Topic: Eye on the Future</b>	<b>Assessment</b>	<b>Approx due date</b>
<p><b>Visual Arts</b>  <b>Mixed Media</b>– students will explore portraiture and develop skills in the creation of portraits that depict aspects of what a portrait can inform the audience about a person. Students will create a series of self-portraits which celebrate their first year of high school. They will create works in:</p> <ul style="list-style-type: none"> <li>- Graphite and coloured pencil portrait, based on a transfer of their school photo</li> <li>- A series of photos collaged to form a distorted depiction of their chosen subject matter</li> <li>- A digital portrait using Photoshop to that appropriates images from the past and recontextualises them</li> </ul>	<p><b>Art Making (80%)</b></p> <ul style="list-style-type: none"> <li>• Self Portrait</li> <li>• Hockney inspired collage</li> <li>• Appropriation task</li> <li>• Bookwork</li> </ul> <p><b>Critical &amp; Historical Studies (20%)</b></p> <ul style="list-style-type: none"> <li>• A focus on Artist Practice, Conceptual Framework and the Frames.</li> <li>• Artist studies</li> </ul>	<p>Ongoing throughout the term as determined by the teacher.</p>

**Equipment required for Visual Arts**

- An A3 size Visual Arts Sketch Book (available from the school office)
- 2B/4B pencil, ruler, eraser, sharpener, glue stick, scissors, coloured pencils (watercolour pencils optional)
- Apron (available from the office and can be used in iSTEM activities as well)

**How Can Parents help?**

- Ensure that course fees are paid to cover project consumables.
- Ensure students have the required equipment
- Provide students with access to the internet for research and planning
- Provide positive encouragement to students