

# KOTARA HIGH SCHOOL

*We Aim High*

# YEAR 7

## Assessment Policy Subject Assessment Schedules



**2024**

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## Section 1: Assessment Information

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Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student's understanding of concepts and promotes deeper understanding
- provides evidence that current understanding and skills are suitable basis for future learning

Each assessment task should:

- be based on syllabus outcomes
- be a valid instrument for what they are designed to assess
- include criteria to clarify for students what aspect of learning are being assessed
- enable students to demonstrate their learning in a range of task types
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time

Students at Kotara High School will undertake formal assessment of their performance in all subject areas throughout the school year. The tasks will all vary in nature and are detailed within the assessment schedules in Section 3 of this policy.

Student progress and achievement will be reported formally and distributed at the end of Semester 1 and Semester 2 and informally at the Parent/Teacher evenings throughout the year. Parents are encouraged to contact their child's class teachers to discuss aspects of their progress in particular subjects, or Year Advisers if they would like to organise feedback on current progress.

### Submission of Assessment Tasks

Tasks completed at home must be submitted directly to the teacher either before 9am or during the designated period time on the assessment task notification. In the event of the teacher being unavailable, assessment tasks must be submitted to the Head Teacher or Deputy Principal.

In the case of all written assessment tasks completed at home, students are required to keep a good copy of the submitted task. A digital back-up copy or a photocopy is acceptable. The copy must be produced on request and it will provide a student with security against loss of or damage to the submitted copy. Loss of a task, either electronic or physical, will not generally be accepted as a valid reason for late submission.

### Electronic Submission of Assessment Tasks

Students are not to assume that they may submit assessment tasks by email or by other digital media. However, the classroom teacher or Head Teacher may allow students to submit electronically. Head Teachers may also require students to hand in a printed copy of the task. **Any such instructions will be made clear on the assessment task notification.**

When electronic submission does occur, the following rules will apply:

- 1) The school will not be responsible for unreadable, unusable or virus infected files or media.
- 2) The school will only accept assessment tasks which are written in applications to which school staff have ready access, and in a format which can be read by most school computers.
- 3) The assessment task should be readily identifiable.
- 4) An assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied.
- 5) The school will not be responsible for not receiving emails. If submitting work by email, students must request that the teacher let them know that he/she has received their work. Teachers will acknowledge receipt as soon as possible. Only receipts generated by the school's email system will be considered valid. If a student does not receive a receipt within a reasonable time, it will mean that the teacher did not receive the work.

## **Procedures for illness, non-submission and dishonesty**

### **Student's responsibilities when absent:**

If there is an unforeseen illness or misadventure on the day which has prevented the submission of the assessment task, the student will complete an illness/misadventure form on the first day back at school or within 5 days, whichever is sooner. The student must submit the task on his/her return to school and will be informed of the result of the illness/misadventure form once it has been processed by the Head Teacher. The illness/misadventure form must be accompanied by a written explanation from a parent/carer or medical professional.

If a student knows about an absence prior to the due date then he/she needs to have already applied for an extension/alternate date with their classroom teacher and/or Head Teacher. If it has been granted, the task is able to be submitted on the new due date without penalty.

Acceptable reasons for failing to present/undertake a formal assessment task are unforeseen events which occur immediately before or on the day and prevent a student from performing a task on or by the scheduled time. Such events include significant illness, accidents or misadventures and must be supported by a written explanation from a parent/carer or some formal documentation for other absences. Exceptions will not be given for trivial reasons, outlined in the NSW DoE Attendance Policy.

If an illness/misadventure is approved and it's impractical to administer a catch up task and/or it is more than 5 school days after the original due date an estimate mark is given. An estimate is based on the marks the student is awarded in all other assessment tasks for that course. Final marks will be calculated at the completion of all assessment tasks.

Failure to submit assessment tasks totaling 50% or more of the final course assessment will require the Principal to certify that the course has not been studied satisfactorily. This can have implications regarding the student's eligibility for a Record of School Achievement (ROSA).

## Academic Integrity

Academic Integrity is a collection of positive values that allow the thoughts and work of an individual to hold meaning through a commitment to *fairness* and *honesty* in all academic endeavours. It is an expectation that all students at Kotara High School will uphold these values.

### What does this look like at Kotara High?

#### TURNITIN

This is an internet based academic similarity detection service, that sits within Canvas. Our school is committed to using this as a tool to provide opportunities for students to ensure that their work submitted has been created fairly and honestly. It generates a Similarity Report and Artificial Intelligence Report that checks student work against an archive of internet documents, internet data and a repository of previously submitted papers. For Turnitin to create accurate reports, tasks must be submitted as one of the following file types: .doc/.docx, .txt, .pdf, .pptx, .xls/.xlsx. You **MAY NOT SUBMIT AN IMAGE OR SCREENSHOT OF YOUR WORK.**

#### ASSESSMENT NOTIFICATION

A schoolwide assessment notification appendix that references these values and relevant school wide policies.

#### Academic Integrity Notes:

- If you are absent **on the day** of an assessment task you must submit an illness/misadventure form signed by your parent/guardian and give to the Head Teacher of the faculty on the *first day back at school*. Non submission of an illness/misadventure form will result in zero award.
- If you are aware that you will be absent on the date of the task due date it is **your** responsibility to see your classroom teacher and negotiate an alternate time to complete/submit your task **before** your absence; this responsibility also includes completing an illness/misadventure form.
- An N- Award warning notification will be generated for failing to attempt a task.
- Students who breach academic integrity expectations through malpractice and/or plagiarism will be penalised according to the policy.
- Remember to manage your time effectively. Speak to your teacher if you have any questions.

#### APPROPRIATE RESPONSE

Responding appropriately to cases where students have not demonstrated fairness and honesty in the completion of their assessment task.

#### PROMOTING THE CULTURE

Candid and open conversation with the school community around Academic Integrity by making these values of fairness and honesty visible throughout the school and community. This also involves student participation in workshops designed to promote a school wide culture of Academic Integrity.

#### STAGE 6 'ALL MY OWN WORK'

Ensuring all Stage 6 students have completed NESA's 'All My Own Work' program.

## **Key Definitions:**

**Malpractice** is the act of behaving dishonestly to gain an unfair advantage in assessments is malpractice or cheating.

**Plagiarism** is the practice of taking someone else's work or ideas and passing them off as one's own.

## **In practise this looks like:**

### **Hand-In Tasks**

- Copying part or all of someone else's work and presenting it as your own, including work created by an Artificial Intelligence
- Collusion in completing tasks that was intended to be independent student work
- Not correctly referencing the ideas, thoughts and writings of others
- Submitting work that someone else, like a parent, tutor, subject expert of third party, substantially contributed to

### **In-Class Tasks**

- Breaching school exam rules
- Cheating in an exam
- Using non-approved aids in an assessment task
- Giving false reasons for not handing in work by a due date or being present on the day of a test.
- Helping another student to engage in malpractice

## **Procedures:**

Allegations of plagiarism or other forms of malpractice will be reported to the Head Teacher, Deputy Principal and Principal who will investigate the matter and, if proven, a zero will be awarded for the section that has been plagiarised.

## **Special Provisions**

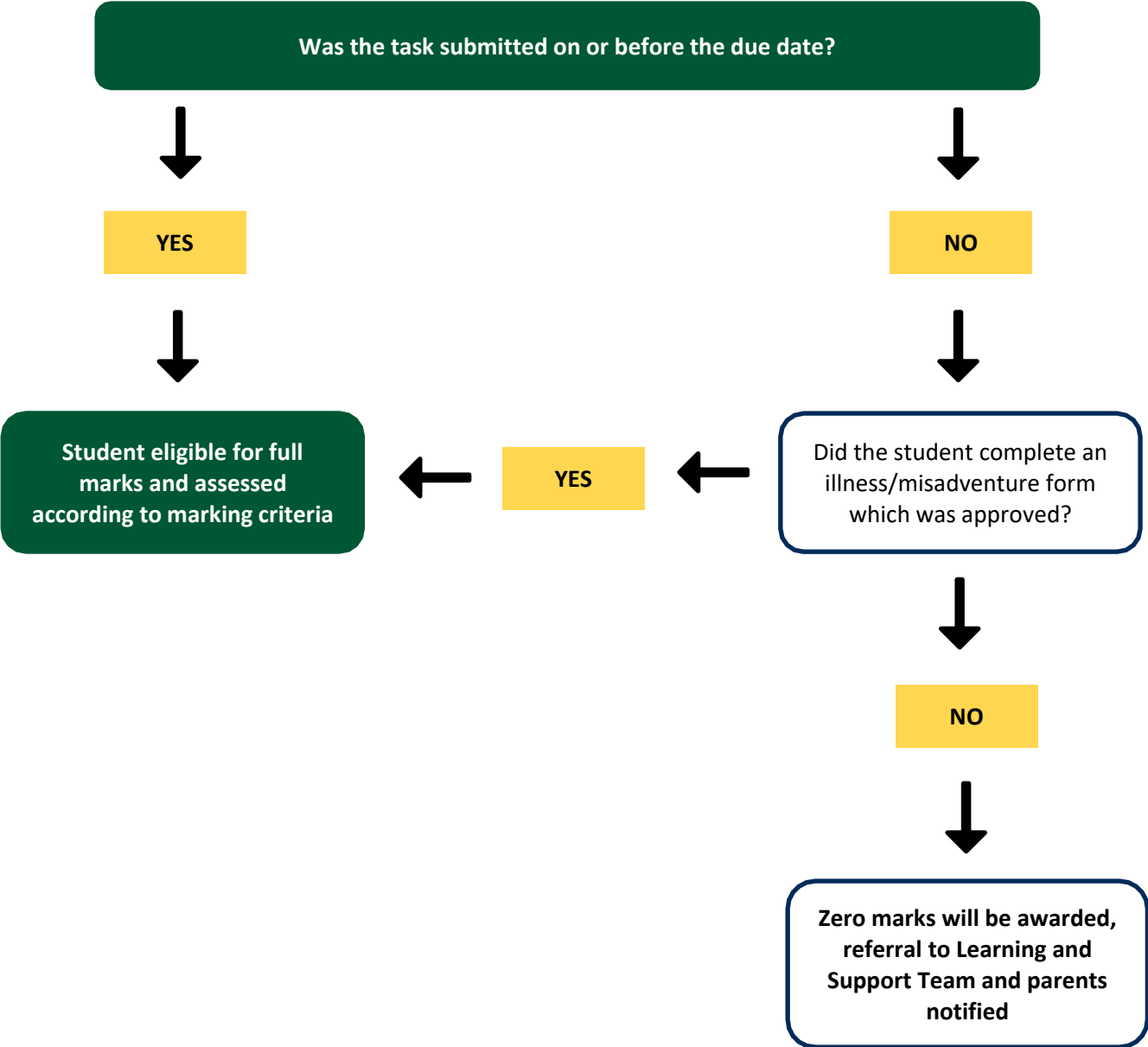
A student may be granted special provisions if they have:

- Visual or auditory difficulties;
- Learning difficulties;
- Fine motor difficulties;
- Illnesses such as diabetes;
- Ongoing injuries that will impact on your ability to complete an assessment task;
- Psychological difficulties.

(Parents/guardians are responsible for providing all documentation to support a special provisions application or consideration).

Successful applicants will be granted provisions that are appropriate as determined by the school. These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing (in exceptional circumstances), large print examination papers or examinations printed on coloured paper.

In circumstances where a student has a temporary condition, such as an injury, which may affect school assessments or examinations but is not relevant for consideration by NSW Education Standards Authority (NESA), then the student may apply to the Deputy Principal for the temporary approval for appropriate disability provisions. Medical or other appropriate evidence will be required.



**Section 2: Assessment Task Illness/Misadventure Form**



**Kotara High School  
Illness/Misadventure Form**

**all forms must be returned on the first day of a student's return or a maximum of 5 school days, whichever is sooner**

**Student Section**

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_ Subject: \_\_\_\_\_

Task: \_\_\_\_\_ Date of Task: \_\_\_\_\_

Reason: (attach any documentary evidence to support your request)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I hereby request (a) extension of time (b) estimate (circle)

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Classroom Teacher Section**

I have noted the above request and recommend the following action:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Head Teacher Section**

I have noted the above request and recommend the following action:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Head Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Deputy Principal/Principal Section**

Based on the above recommendations I have granted the student:

- Estimate based on all other assessment tasks.
- Extension of time granted until \_\_\_\_\_
- Zero mark to be given.
- Show as non-attempt. 'N' Award Warning to be issued
- Other

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Deputy Principal/Principal signature: \_\_\_\_\_ Date: \_\_\_\_\_



KHS YEAR 7 ASSESSMENT CALENDAR 2024				
WEEK	TERM 1, 2024	TERM 2, 2024	TERM 3, 2024	TERM 4, 2024
1	NO TASKS	Science		
2		NO TASKS		Tech Mandatory
3		Music Tech Mandatory Mathematics		English Science Visual Arts
4		Geography Visual Arts	Mathematics	Mathematics Music
5			Tech Mandatory	Geography
6	Geography		PDHPE Tech Mandatory	NO TASKS
7	NO TASKS	PDHPE Music		
8	NO TASKS	English	Music PDHPE Practical	
9	Mathematics PDHPE		English Geography Science	
10	English Science			
11				

# KHS YEAR 7 ASSESSMENT PLANNER 2024

	TERM 1, 2024	TERM 2, 2024	TERM 3, 2024	TERM 4, 2024
WK1				
WK2				
WK3				
WK4				
WK5				
WK6				
WK7				
WK8				
WK9				
WK10				
WK11				

# ENGLISH

## YEAR 7 - 2024

### OVERVIEW OF COURSE CONTENT:

In Term One, students will deepen their understanding of the conceptual basis of English. The three foundational concepts of Representation, Context and Point of View will be studied. Through responding and composing, students will learn what defines each concept and why it is significant. Term Two focuses on Powerful Voices by considering the impact of a voice and how voices can be harnessed to convey significant ideas. Through the consideration of discursive, persuasive and poetic forms, students will examine a range of texts which convey unique voices and experiences; considering how they can use the same skills and features to convey their own personal voice. Also, students will develop skills in reflecting. In Term 3, students will study the complexities and intricacies of creative writing. They will explore how creative writing uses senses and emotions to create a strong visual in the readers' mind. The foundational concepts of Narrative, Character, and Theme will be explored, giving students the tools to create compelling narratives that engage readers. In Term 4, students will expand their understanding of what it means to examine a visual text through a critical lens. They will consider the Literary Value of film as a medium which captures cultural experiences through Representation. Critical analysis of Codes and Convention of the form will underpin student response.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	10	Critical Reading and Response	URA-01, URB-01, ECA-01	25%
2	8	Personal Writing and Reflection	URB-01, ECA-01, ECA-01	25%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	9	Creative Chronicle	URA-01, URB-1, ECA-01	25%
4	3	Critical Viewing and Response	URA-01, URC-01, ECA-01, RVL-01	25%

# GEOGRAPHY

## YEAR 7 - 2024

### OVERVIEW OF COURSE CONTENT:

Year 7 HSIE

Students will study Geography throughout Year 7.

Geography is the study of places and the relationships between people and environments. It enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments.

It provides the skills for students to answer questions 'How do we know?'

Students will study:

- Landscapes and Landforms
- Place and Liveability
- Water in the World
- Interconnections

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	6	Research and Writing Task	HT4-1 4-6 4-8 4-10	25%
2	4	Multimedia Task	HT4-1 4-3 4-6 4-8	25%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	9	Research Task	GE4-1 GE4-7 GE4-8	25%
4	5	End of Course Examination	GE4-1 GE4-2 GE4-7 GE4-8	25%

# MATHEMATICS

## YEAR 7 - 2024

### OVERVIEW OF COURSE CONTENT:

This course continues the development of content and skills established in Stage 3 (Years 5 and 6). There are three main strands of study: Number and Algebra, Measurement and Space, and Statistics and Probability. Working Mathematically processes are embedded into each strand and focus on communicating reasoning, understanding and fluency and problem solving. Students are required to bring a pen, 5mm grid exercise book, laptop/tablet, ruler, protractor, set of compasses and calculator to each lesson. The recommended calculator is the Casio fx-82AU Plus and is available to purchase from the school canteen for \$24. Access to a laptop computer is also recommended. Homework expectations are typically 2 hours per week.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	9	PBL Assignment - Take home task requiring students to plan a travel itinerary	MAO-WM-01, MA4-IND-C-01, MA4-LIN-C-01	20%
2	3	Semester 1 Summary Sheet Examination	MAO-WM-01, MA4-IND-C-01, MA4-LIN-C-01, MA4-INT-C-01	30%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	4	Term 3 Examination	MAO-WM-01, MA4-ALG-C-01, MA4-EQU-C-01, MA4-FRC-C-01	20%
4	4	Semester 2 Examination - Test on all content and skills covered since the Semester 1 Examination	MAO-WM-01, MA4-ANG-C-01, MA4-FRC-C-01, MA4-LEN-C-01, MA4-ARE-C-01, MA4-VOL-C-01	30%

# MUSIC

## YEAR 7 - 2024

### OVERVIEW OF COURSE CONTENT:

The objective of the music course in year 7 is to provide the students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment in performance, composition and listening skills. Students will be exposed to a variety of music from different cultures (including Australian), styles and from different time periods.

In Semester One the music course focuses on rhythm and percussion, the orchestra and the use of technology in composition utilising online notation. In practical, students gain experience on the guitar, keyboard, drum kit, bass guitar, voice and melodic percussion. Students will also delve into the first part of their journey into pop/rock music, starting with the blues and rock music.

In Semester Two, our focus shifts to an exploration of instruments, sound sources, performances techniques and instrumental ensembles. To conclude the year, students will move into the second part of the journey into pop/rock music, which focuses on more modern repertoire.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
2	3	Arrangement & Performance	4.3, 4.4, 4.5, 4.6	35%
2	7	Examination	4.7, 4.8, 4.9, 4.10	15%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	8	Examination	4.7, 4.8, 4.9, 4.10	20%
4	4	Performance	4.1, 4.2, 4.3	30%

# PDHPE

## YEAR 7 - 2024

### OVERVIEW OF COURSE CONTENT:

Year 7 PDHPE provides students with the opportunity to enhance and develop resilience and connectedness and learn to interact respectfully with others. Through PDHPE students develop the skills to research, apply, appraise and critically analyse health and movement concepts in order to maintain and improve their health, safety, wellbeing and participation in physical activity. Through PDHPE, students develop self-management, interpersonal and movement skills to help them become empowered, self-confident and socially responsible citizens. Students learn in movement, about movement and through movement and are given opportunities to apply and adapt their skills across multiple contexts, including: Fundamental Movement Skills, Gymnastics, Dance, Fitness and Game Sense Activities.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	9	1. Survival Guide	PD4-1, PD4-9	25%
2	7	2. Ongoing Movement Performance & Participation Observation	PD4-4, PD4-11	20%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	6	3. In-class Health Task	PD4-2, PD4-3, PD4-7, PD4-10	30%
3	8	4. Part A: Group Creative Dance Performance	PD4-11	15%
4	4	4. Part B: Ongoing Movement Performance & Participation Observation	PD4-4, PD4-5	10%

# SCIENCE

## YEAR 7 - 2024

### OVERVIEW OF COURSE CONTENT:

The content of the *Science Years 7–10 Syllabus* is organised by the strands:

- **Skills:** Working Scientifically (WS)
- **Knowledge and Understanding:** 1. Physical World (PW), 2. Earth and Space (ES), 3. Living World (LW), 4. Chemical World (CW).

Each of the four units of work studied this year will be completed during one term:

Term 1 – Introduction to Science (3 weeks), Changes (8 weeks)

Term 2 – To Zoo or Not to Zoo?

Term 3 – Water, Water Everywhere

Term 4 – Changing Earth

Students use scientific inquiry by actively engaging in, using and applying the processes of working scientifically to develop their knowledge about Science. Students communicate Science ideas, findings and information using appropriate scientific language, text types and representations.

**Each semester students will complete two assessment tasks – one skills based practical task and one examination predominantly assessing knowledge and understanding with a skills section.**

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	10	Semester 1 Examination	Knowledge and Understanding: 16CW, 11PW Skills (some or all of): 4WS, 5WS, 6WS, 7WS, 8WS, 9WS	25% (20% knowledge, 5% skills)
2	1	Semester 1 Skills in Working Scientifically Task	Knowledge and Understanding: 16CW, 11PW Skills (some or all of): 4WS, 5WS, 6WS, 7WS, 8WS, 9WS	25%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	9	Semester 2 Examination	Knowledge and Understanding: 14/15LW, 16CW, 13ES Skills (some or all of): 4WS, 5WS, 6WS, 7WS, 8WS, 9WS	25% (20% knowledge, 5% skills)
4	3	Semester 2 Skills in Working Scientifically Task	Skills: 6WS and/or some of 4WS, 5WS, 7WS, 9WS	25%



# TECHNOLOGY MANDATORY

## YEAR 7 - 2024

### OVERVIEW OF COURSE CONTENT:

Technology Mandatory engages students in design and production activities as they develop solutions to identified needs and opportunities. Through the practical application of knowledge and understanding they learn about Agriculture and Food Technologies, Digital Technologies, Engineered Systems and Material Technologies

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
2	3	Practical application	Refer to assessment task sheet	Mandatory
2	5	Folio progress	Refer to assessment task sheet	Mandatory

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	6	ALARM - Research	TE4-10TS explains how people in technology related professions contribute to society now and into the future	Mandatory
4	2	Practical and Folio progress	Refer to assessment task sheet	Mandatory

# VISUAL ARTS YEAR 7 - 2024

## OVERVIEW OF COURSE CONTENT:

In Year 7 students are introduced to Visual Arts through a study of Australian artworks, artists and art movements. Throughout the year, students will explore a variety of materials and techniques in drawing, painting, sculpture, and printmaking.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
2	4	PART A: Artmaking PART B: Critical/Historical	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	40% 10%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
4	3	PART A: Artmaking PART B: Critical/Historical	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	40% 10%