

KOTARA HIGH SCHOOL

We Aim High

YEAR 7

**Assessment Policy
Subject Assessment Schedules**



2025

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Section 1: Assessment Information

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 latesubmission.

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.

Non-Completion of Assessment Tasks – Failure to Submit, Undertake or Make a Serious Attempt at an Assessment Task

Work for assessment must be submitted on time. If a student fails to do an assessment task or fails to submit an assessment task on time without a valid reason, a zero mark must be recorded for that task.

The student is still required to complete the task to meet course requirements. No mark will be awarded for a late task. If a student's attempt at a particular task demonstrates very little or no effort, then it is a matter for the teacher's professional judgment whether the attempt is a genuine one. The school may, where appropriate, substitute a task or in extreme circumstances moderate a student's marks based on other assessment evidence.

Work placement, excursions and extra-curricular activities are not a valid reason for non-completion of an assessment task. Assessment tasks take priority over all other extra-curricular activities.

Request for extension of a due date

If a student requires additional time to complete a task, students must apply in writing well before the due date using the "Illness/Misadventure" form with supporting evidence. This form is used when a student has a **satisfactory** reason to request an extension of time for an assessment task and it must be signed by a parent or guardian. The subject Head Teacher and Deputy Principal will decide if the application is upheld or declined.

Absence from an Assessment Task or Examination and Other Cases of Misadventure

Students must make every effort possible to be present at an assessment task or examination.

Absence due to injury/illness

If students are absent on the day of an assessment task or examination, they must phone and notify the school of the absence before 9.00am.

Students must bring a valid medical certificate and completed illness/misadventure form immediately upon return to verify absence due to illness. Certificates must not be back-dated and must be submitted to the relevant Head Teacher or Deputy Principal. The certificate must clearly state the condition that made it impossible for the student to present for the assessment task or examination. Certificates can be obtained from a doctor, pharmacy or online doctors appointment. Failure to provide a valid reason for the absence will result in a 'zero' mark being issued.

*Please note, illness due to COVID-19 or symptoms related, students must follow regular Kotara High School procedures as they would for any other illness, in line with current NSW Health and DOE guidelines.

Other cases of misadventure

There may be some other unavoidable personal circumstances making it impossible for a student to attend. Such circumstances do not include family holidays (whenever booked) or social engagements.

An Illness/Misadventure form with supporting evidence must be submitted to the relevant Head Teacher or Deputy Principal, indicating in sufficient detail the nature of the difficulty and the reason why a student was not able to attend an examination or complete a task. The Head Teacher and Deputy Principal will determine if the application is upheld or declined.

These documents should be submitted to the Head Teacher or Deputy Principal **on the day of return to school**, or earlier in the case of a prolonged absence.

Other circumstances relating to illness or misadventure.

When students present for an examination or assessment task while ill or fall ill during the course of the examination or assessment task, they may make a claim for illness/misadventure. Students must obtain a doctor's certificate covering the day of the assessment. This should be submitted to the Head Teacher or Deputy Principal on the day of return to school.

If a student attends an assessment task or examination while ill or subject to the effects of other misadventure and the Deputy Principal supports their application, the following procedure will be followed:

1. The paper will be marked as normal.
2. The Head Teacher will then examine the marks awarded compared to the student's other assessment marks and other evidence of the student's level of achievement.
3. If the new mark achieved is the same or better than expectations based on the other evidence, no action will be taken.
4. If the new mark is significantly below expectations, an adjustment may be made relative to typical performance in like tasks.

Illness/misadventure BEFORE an assessment task or examination will not generally be grounds for a misadventure claim. Students are expected to prepare over time and not to depend on last minute preparation.

Late attendance for an assessment task or examination

Students who arrive late for an assessment task due to circumstances beyond their control should immediately report to their classroom teacher or the Head Teacher concerned. An illness/misadventure application will need to be submitted with supporting evidence to the Deputy Principal and Head Teacher in order to determine an appropriate course of action.

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

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

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

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 in 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

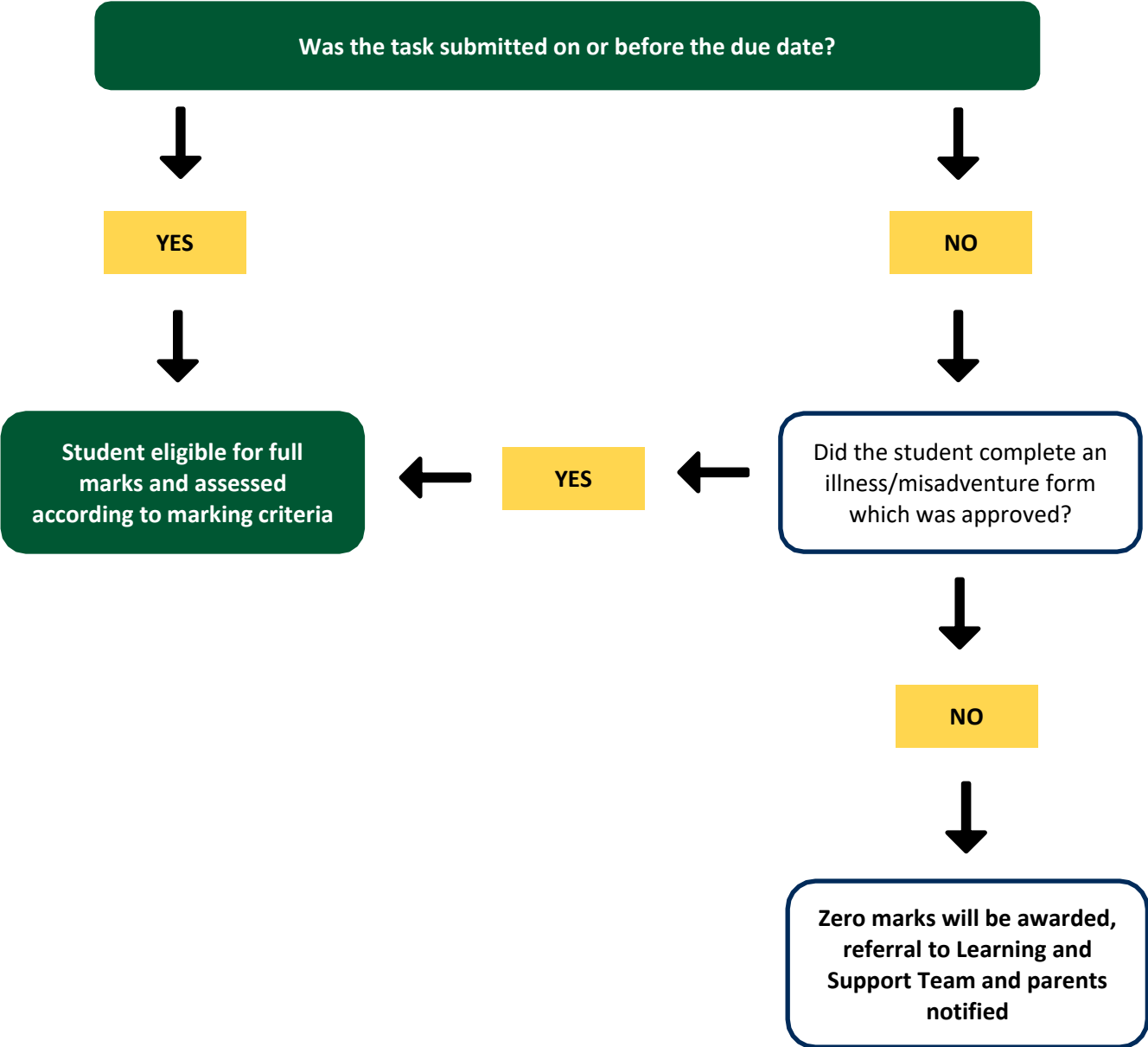
A student may be granted special provisions if they have:

- 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 2025

WEEK	TERM 1, 2025	TERM 2, 2025	TERM 3, 2025	TERM 4, 2025
1	NO TASKS			
2		Science		Music
3		Visual Arts		Science Visual Arts
4		Technology Mandatory Mathematics	Mathematics	Music PDHPE Technology Mandatory Mathematics
5		Geography		English Geography
6		Music PDHPE	Technology Mandatory	NO TASKS
7	NO TASKS		Science Geography	
8			PDHPE	
9	Science Geography Mathematics	English	English	
10	Music PDHPE			
11	English			

KHS YEAR 7 ASSESSMENT PLANNER 2025

	TERM 1, 2025	TERM 2, 2025	TERM 3, 2025	TERM 4, 2025
WK1				
WK2				
WK3				
WK4				
WK5				
WK6				
WK7				
WK8				
WK9				
WK10				
WK11				

ENGLISH

YEAR 7 - 2025

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. Strategic Reading and ALARM (A Learning and Responding Matrix) underpin all modules.

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	11	Critical Reading and Response	URA-01, URB-01, ECA-01	25%
2	9	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	5	Critical Viewing and Response	URA-01, URC-01, ECA-01, RVL-01	25%

GEOGRAPHY

YEAR 7 - 2025

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	9	Writing/Model Task	HT4-1 4-2 4-8	25%
2	5	Skills Task	HT4-1 4-3 4-7 4-8	25%

SEMESTER TWO

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

MATHEMATICS

YEAR 7 - 2025

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	MAO-WM-01, MA4-IND-C-01, MA4-LIN-C-01	20%
2	4	Semester 1 Examination	MAO-WM-01, MA4-IND-C-01, MA4-LIN-C-01, MA4-ALG-C-01	30%

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	4	Term 3 Examination	MAO-WM-01, MA4-LEN-C-01, MA4-ARE-C-01, MA4-VOL-C-01, MA4-EQU-C-01	20%
4	4	Semester 2 Examination	MAO-WM-01, MA4-ANG-C-01, MA4-FRC-C-01, MA4-LEN-C-01,	30%

*Task outcomes may vary at the time of assessment notification

MUSIC

YEAR 7 - 2025

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 composition. 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			
1	10	Arrangement	MU4-COM-01	30%
2	6	Performance	MU4-PER-01	20%

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
4	2	Examination	MU4-LIS-01	30%
4	4	Performance	MU4-PER-01	20%

PDHPE

YEAR 7 - 2025

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	10	1. Survival Guide	PD4-1, PD4-9	25%
2	6	2. Ongoing Movement Performance & Participation Observation	PD4-4, PD4-11	20%

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	8	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 - 2025

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	9	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	2	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	7	Semester 2 Skills in Working Scientifically Task	Skills: 6WS and/or some of 4WS, 5WS, 7WS, 9WS	25%
4	3	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)

TECHNOLOGY MANDATORY

YEAR 7 - 2025

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			
1&2	Progressive	Progressive Practical application	Refer to assessment task sheet	Mandatory
2	4	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	4	Progressive Practical application and Folio progress	Refer to assessment task sheet	Mandatory

VISUAL ARTS

YEAR 7 - 2025

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. Critical and Historical Studies will complement artmaking activities.

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
2	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	50%

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	50%