Assessment Schedule

Year 7 - 2024

Kiama High School

Click here to enter text. What is assessment?

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 of learning in Year 7

Assessment of Learning determines your level of performance on a specific task or at the conclusion of a unit of work, a school year or stage. The information gained from this type of assessment is often used in reporting.

Assessment for learning in Year 7

Assessment For Learning gives you opportunities to produce work that leads to the development of knowledge, understanding and skills. Teachers decide how and when to assess your achievement, as they plan the work you will do, using a whole range of strategies including self-assessment and peer-assessment.

Assessment of Learning (Formal Assessment)	**Assessment for Learning (Informal Assessment)**
➢ Assessment tasks usually occur at the end of a unit to check your overall understanding.	➢ Assessment that checks your progress along the way to make sure that you are learning as the teacher moves through the unit of work
Types of Formal Assessment: ➢ Assessment tasks/unit tests ➢ Projects or research assignments ➢ Oral engagement or presentations ➢ Practical tasks and artworks ➢ Portfolios ➢ Practical performances and compositions ➢ Half Yearly and Yearly examinations	**Types of Informal Assessment:** ➢ Observation of student learning ➢ Classroom activities ➢ Homework assignments ➢ Mini tests or quizzes ➢ Group or pair work ➢ Experiments ➢ Performances ➢ Book work

What do formal assessment tasks look like?

Formal assessment tasks should:

- Be based on syllabus outcomes.
- Be a valid instrument designed to assess student learning.
- Include a task description to clarify student understanding of what is required in the task.
- Be reliable, measure what the task intends to assess and provide feedback that is relevant, explicit, constructive, and actionable.
- Be free from bias and provide evidence that accurately represents student's knowledge, understanding and skills.
- Enable students and teachers to use feedback effectively and reflect on the learning process.
- Be inclusive to and accessible by all students.
- Be a part of the ongoing monitoring of student progress.

Student rights and responsibilities in assessment:

As a student at Kiama High School, you have the ***right*** to:

- Two weeks formal notice for any assessment task.
- Receive clear guidelines for any assessment task.
- Receive formal feedback from your teacher.
- To appropriately query a result of an assessment task, class task or assignment.
- To apply for an extension of time/misadventure through the proper channels.

As a student at Kiama High School you have the ***responsibility*** to:

- Submit all tasks on time.
- Submit work that is your own - i.e. not copied from another source such as friends or the Internet. To do this is an act of **plagiarism** and will result in a mark of zero.
- Not engage in behaviour that is considered cheating.
- Take responsibility for your own learning. If you cannot submit a task on time, it is up to you to approach your teacher and look at options for handing in the work at another time.
- Complete all assessment tasks and classwork to the best of your ability in all lessons.
- Complete homework as requested by your teacher.

Kiama High School Assessment Policy for Stage 4

All students are required to submit their work on the due date provided by their teacher, in accordance with their teacher's instructions. Failure to hand in work on the designated day will incur the following penalties:

1. **The loss of 10% of the full marks per school day.**
2. Failure to submit a task after **five (5) days** will see the student receive a mark of **zero**. The student is expected to complete the work even after the five-day cut-off date to satisfy course outcomes.
3. A letter will be sent home to your parent/caregiver to inform them that you have not submitted the required work.

Suitable reasons for failing to submit a task:

1. Genuine illness, supported by appropriate documentation.
2. School business (i.e. sporting teams or excursions). If this is the case, students must notify their teacher *before* the due date to negotiate a new due date.
3. Accident or misadventure, supported by appropriate documentation.

NOTE: Access to or failure of technology is NOT a suitable reason to not submit your task on time. There is plenty of technology (i.e. computers and printers) available at school for you to complete your work. It is suggested that all tasks are saved on Google Drive or One Drive so students have access to their work at home and school. If a student is experiencing difficulty with technology, they must see their teacher as soon as possible to ensure they are able to resolve the problem

Request for consideration or extension

Students are responsible for making sure they hand in their assessment tasks on time, but there are incidences when you may not be able to meet a due date. This may be because of a sporting event, other school business or illness or accident.

If you have a legitimate reason from missing an assessment task, you can apply for consideration or extension. To apply for consideration or an extension you should:

- Talk to your classroom teacher:
  - If you know you are going to be absent on the day of an assessment task or a test and explain to them the reason you may be missing the task. They will be able to help you with an extension.
  - If you were sick and missed the assessment task, then bring a note in from home on your first day back from school and give it to your teacher. You can then talk with your teacher about rescheduling or handing in the task on another day.
- It is always advisable to have a medical certificate when you miss an assessment due to illness or accident, this creates good habits for when you are in Years 10, 11 and 12.

Your classroom teacher may speak to the Head Teacher before deciding about consideration or an extension.

All my own work

What is plagiarism?

Plagiarism is when you pretend work you have written or created is you own when it has in fact been written or created by someone else. If you use another person's work or words without acknowledgement, then you are plagiarising (James Cook University, "What is Plagiarism?")

Plagiarism matters because it is cheating. It is unethical and dishonest. (NESA, All my own work) when you use someone else's work as your own, you are not completing the learning process and your teacher can not assess your skills and abilities in a task. By plagiarising, you are not only harming the person whose work has been stolen, you are denying yourself the opportunity to demonstrate to you teachers what you know.

How will you know if you have plagiarised?

Plagiarism comes in many forms. It can be as simple as using someone else's work word for word in your assessment (e.g. copying and pasting information straight from a website); paraphrasing someone else's work by changing around a few words, failing to acknowledge the sources you used to produce your work, having someone else (e.g. parent, sibling, or friend) complete the work for you or not providing a proper bibliography and references in your work.

How can you avoid plagiarism?

When writing a response or conducting research, make sure you keep track of the resources you are using and write your responses in your own word. Keep a list of the websites you have visited and used and any other sources you have accessed. Always ask your teacher for help when needed and always make your best effort to complete your work yourself.

Core Stage 4 Courses at Kiama High School

KLA	Description
English	➢ The syllabus must be studied substantially throughout Years 7 to 10. ➢ By the end of Year 10, each student should have engaged in 400 hours of study in English.
Mathematics	➢ The syllabus must be studied substantially throughout Years 7 to 10. ➢ By the end of Year 10, each student should have engaged in 400 hours of study in Mathematics.
Science	➢ The syllabus must be studied substantially throughout Years 7 to 10. ➢ By the end of Year 10, each student should have engaged in 400 hours of study in Science.
Human Society & Its Environment (HISE)	➢ The syllabus must be studied substantially throughout Years 7 to 10. ➢ By the end of Year 10, each student should have engaged in 400 hours of study in HISE. ➢ This must include 100 hours of study of History and Geography in each stage.
Personal Development, Health and Physical Education (PDHPE)	➢ The mandatory 300 hour course is to be completed. ➢ This integrated course is to be studied in Years 7 to 10
Technology Mandatory (TAS)	➢ Students must participate in 200 hours of learning in Technology Mandatory. ➢ This subject is studied in Year 7 & 8 ➢ Students must complete: o 50 hours of Digital Technologies o 150 hours of a combination of focus areas – Food & Agriculture Technology, Materials Technology (Timber, Metals & Textiles) and Engineered Systems.
Creative Arts	➢ Students are required to complete 200 hours of learning in Creative Arts. This is 100 hours in Visual Arts and 100 hours in Music. ➢ It is expected that the 100 hour mandatory courses in each of these subjects will be taught as coherent units of study and not split over a number of years.

Course Assessment Programs

English

Head Teacher: Ms L. Chapman

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Literacy task	Persuasive speech	Podcast and reflection	Creative writing with stimulus
Due date:	Term 1, Week 4	Term 1, Week 11	Term 2, Week 7	Term 3, Week 8
Weighting:	10%	30%	30%	30%
Outcomes assessed:	EN4-ECA-01	EN4-URA-01 EN4-URB-01 EN4-ECA-01 EN4-RVL-01	EN4-URA-01 EN4-URB-01 EN4-ECB-01 EN4-URC-01	EN4-RVL-01 EN4-URB-01 EN4-ECA-01 EN4-ECB-01

Course Outcomes:

A student:

EN4 –RVL-01	Uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
EN4 –URA-01	Analyses how meaning is created through the use of and response to language forms, features and structures
EN4-URB-01	Examines and explains how texts represent ideas, experiences and values
EN4-URC-01	Identifies and explains ways of valuing texts and the connections between them
EN4-ECA-01	Creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
EN4-ECB-01	Uses processes of planning, monitoring, revising and reflection to support and develop composition of texts

Mathematics

Head Teacher (Rel)– Mr J. Jovanvski

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Semester 1 Examination	Investigation Task	Semester 2 Examination	Common Ongoiong Assessment
Due date:	Term 2, Week 2	Term 3, Week 5	Term 4, Week 4	Ongoing Assessment
Weighting:	20%	30%	20%	30%
Outcomes assessed:	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-5NA, MA4-9NA, MA4-11NA, MA4, 15MG	MA4-1WM; MA4-2WM; MA4-3WM; MA4-4NA; MA4-5NA; MA4-8NA; MA4-9NA; MA4-10NA; MA4-11NA; MA4-15MG	MA4-5NA; MA4-8NA; MA4 10NA; MA4-12MG; MA4-13MG; MA4-14MG; MA4-18MG; MA4-21SP	MA4-1WM; MA4-2WM; MA4-3WM; MA4-4NA; MA4-5NA; MA4-8NA; MA4-9NA; MA4-10NA; MA4-11NA; MA4-12MG; MA4-13MG; MA4-14MG; MA4-15MG; MA4-18MG; MA4-21SP

*Note: Assessment Task 4 Cumulative Topic Assessment is made up of a range of informal tasks. These tasks may include, but are not limited to research, homework, assignments, topic tests, bookmarks and oral presentations.

Course Outcomes:

A student:

MA4-1WM	Communicates and connects mathematical ideas using appropriate terminology, diagrams and symbol
MA4-2WM	Applies appropriate mathematical techniques to solve problems
MA4-3WM	Recognises and explains mathematical relationships using reasoning
MA4-4NA	Compares, orders and calculates with integers, applying a range of strategies to aid computation
MA4-5NA	Operates with fractions, decimals and percentages
MA4-6NA	Solves financial problems involving purchasing goods
MA4-7NA	Operates with ratios and rates, and explores their graphical representation
MA4-8NA	Generalises number properties to operate with algebraic expressions
MA4-9NA	Operates with positive-integer and zero indices of numerical bases
MA4-10NA	Uses algebraic techniques to solve simple linear and quadratic equations
MA4-11NA	Creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
MA4-12MG	Calculates the perimeters of plane shapes and the circumferences of circles
MA4-13MG	Uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-14MG	Uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume

Mathematics Course Outcomes (continued)

MA4-15MG	Performs calculations of time that involve mixed units, and interprets time zones
MA4-16MG	Applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
MA4-17MG	Classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
MA4-18MG	Identifies and uses angle relationships, including those related to transversals on sets of parallel lines
MA4-19SP	Collects, represents and interprets single sets of data, using appropriate statistical displays
MA4-20SP	Analyses single sets of data using measures of location, and range
MA4-21SP	Represents probabilities of simple and compound events.

Science

Head Teacher – Mr H. McKay

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Working Scientifically Skills and Practical Task	Mixtures and Matter Task	Depth Study Research Task	Semester 2 Examination
Due date:	Term 1, Week 6	Term 2, Week 2	Term 3, Week 3	Term 4, Week 2
Weighting:	25%	25%	25%	25%
Outcomes assessed:	SC4-7WS, SC4-8WS, SC4-9WS	SC4-16CW, SC4-17CW	SC4-14LW, SC4-15LW SC4-9WS, SC4-1VA	SC4-14LW, SC4-15LW, SC4-8WS, SC4-10PW

Course Outcomes:

A student:

SC4-7WS	processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions.
SC4-8WS	selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems.
SC4-9WS	presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations.
SC4- 14LW	relates the structure and function of living things to their classification, survival, and reproduction.
SC4-15LW	explains how new biological evidence changes people's understanding of the world.
SC4-10PW	describes the action of unbalanced forces in everyday situations.
SC4-1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

History (HSIE)

Head Teacher (Rel) – Mr L. Anderberg

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
Task Name:	Skills Test	History Mystery Research	Structured Response	Yearly Exam	Class Tasks
Due date:	Term 1 Week 6	Term 2 Week 2	Term 3 Week 8	Term 4 Week 5	Throughout the year
Weighting:	20%	20%	20%	20%	20%
Outcomes assessed:	HT4.1, HT4.2, HT4.5, HT4.6	HT4.1, HT4.8, HT4.7, HT4.10	HT4.3, HT4.5, HT4.6, HT4.9	HT4.2, HT4.4, HT4.6, HT4.9	HT4.3, HT4.4, HT4.8, HT4.10

Course Outcomes:

The student:

HT4.1	describes the nature of history and archaeology and explains their contribution to an understanding of the past
HT4.2	describes major periods of historical time and sequences events, people and societies from the past
HT4.3	describes and assesses the motives and actions of past individuals and groups in the context of past societies
HT4.4	describes and explains the causes and effects of events and developments of past societies over time
HT4.5	identifies the meaning, purpose and context of historical sources
HT4.6	uses evidence from sources to support historical narratives and explanations
HT4.7	identifies and describes different contexts, perspectives and interpretations of the past
HT4.8	locates, selects and organises information from sources to develop an historical inquiry
HT4.9	uses a range of historical terms and concepts when communicating an understanding of the past
HT4.10	selects and uses appropriate oral, written, visual and digital forms to communicate about the past

Year 7 Music (CAPA Faculty)

Head Teacher – Mr Scott Wright

	TERM 1 Foundations of Music	TERM 2 Instruments of the Orchestra	TERM 3 Music for Film and TV	TERM 4 Small Ensembles	
Components	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Weighting %**
	Performance Solo/Ensemble	**Composition Melody/Harmon & Progressive**	**Listening Examination**	**Performance Solo/Ensemble & Progressive**	
	Term 1 Week 9	**Term 2 Week 6**	**Term 3 Week 9**	**Term 4 Week 5**	
	Outcomes assessed	**Outcomes assessed**	**Outcomes assessed**	**Outcomes assessed**	
Outcomes assessed	**4.1, 4.2, 4.11**	**4.4, 4.5, 4.6**	**4.7, 4.8, 4.9, 4.10**	**4.3, 4.12**	
Performance	20			20	**40**
Composition		20			**20**
Listening			20		**20**
Progressive		10		10	**20**
Total %	**20**	**30**	**20**	**30**	**100**

Course Outcomes:

4.1 performs in a range of musical styles demonstrating an understanding of musical concepts.

4.2 performs music using different forms of notation and different types of technology across a broad range of musical styles

4.3 performs music demonstrating solo and/or ensemble awareness.

4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organizing, arranging, and composing.

4.5 notates compositions using traditional and/or non-traditional notation.

4.6 experiments with different forms of technology in the composition process

4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing, and recording musical ideas.

4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire.

4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study.

4.10 identifies the use of technology in the music selected for study, appropriate to the musical context.

4.11 demonstrates an appreciation, tolerance, and respect for the aesthetic value of music as an artform.

4.12 demonstrates a developing confidence and willingness to engage in performing, composing, and listening experiences.

Personal Development, Health and Physical Education (PDHPE)

Head Teacher – Mr P. Quine

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Who am I? Task	Basketball Skills	Personal Safety	Social Dance
Due date:	Term 1, Week 5	Term 2, Week 5	Term 3, Week 6	Term 3, Week 10
Weighting:	25%	25%	25%	25%
Outcomes assessed:	PD4-1, PD4-3	PD4-4, PD4-5	PD4-1, PD4-9	PD4-4, PD4-8, PD4-11

Course Outcomes:

A student:

PD4-1	examines and evaluates strategies to manage current and future challenges
PD4-2	examines and demonstrates the role help seeking strategies and behaviours play in supporting themselves and others
PD4-3	investigates effective strategies to promote inclusivity, equality, and respectful relationships
PD4-4	refines, applies, and transfers movement skills in a variety of dynamic physical activity contexts
PD4-5	transfers and adapts solutions to complex movement challenges
PD4-6	recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing, and participation in physical activity
PD4-7	investigates health practices, behaviours, and resources to promote health, safety, wellbeing, and physically active communities
PD4-8	plans for and participates in activities that encourage health and a lifetime of physical activity
PD4-9	demonstrates self-management skills to effectively manage complex situations
PD4-10	applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
PD4-11	demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

Technology Mandatory (TAS)

Head Teacher (Rel) – Mr M Yates

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Common Assessment Task 1 (In class task)	Practical project & Folio Semester 1	Common Assessment Task 2 (In class task)	Practical project & Folio Semester 2
Due date:	Term 1, Week 9	Term 2, Week 3	Term 3, Week 9	Term 4, Week 5
Weighting:	20%	30%	20%	30%
Outcomes assessed:	TE4-1DP, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP	TE4-1DP, TE4-7DI	TE4-1DP, TE4-2DP, TE4-3DP

Course Outcomes:

The student:

Design and Production Skills

TE4-1DP	designs, communicates, and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP	plans and manages the production of designed solutions
TE4-3DP	selects and safely applies a broad range of tools, materials, and processes in the production of quality projects
TE4-4DP	designs algorithms for digital solutions and implements them in a general-purpose programming language

Knowledge and understanding

TE4-5AG	investigates how food and fibre are produced in managed environments
TE4-6FO	explains how the characteristics and properties of food determine preparation techniques for healthy eating
TE4-7DI	explains how data is represented in digital systems and transmitted in networks
TE4-8EN	explains how force, motion and energy are used in engineered systems
TE4-9MA	investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
TE4-10TS	explains how people in technology related professions contribute to society now and into the future

Visual Arts (CAPA)

Head Teacher – Mr Scott Wright

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	The Seven Elements of Design	Ceramic Monsters	Indigenous Printmaking	Ephemeral Sculpture and Photography
Due date:	Term 1, Week 10 (Prac) Week 9 (Assignment)	Term 2, Week 10	Term 3, Week 10 (Prac) (Assignment)	Term 4, Week 4
Artmaking (60%)	10% (7 Elements Artwork) 5% (VAPD)	25%	10% (Graphic Artwork) 5% (VAPD)	5% (Work-in-Progress Mark)
Historical/Critical (40%)	20% (Assignment)		20% (Assignment)	
Outcomes assessed:	4.1, 4.3, 4.7	4.2, 4.6	4.2, 4.7	4.5, 4.6

Course Outcomes:

A student:

- 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 4.2 explores the function of and relationships between artist – artwork – world – audience
- 4.3 makes artworks that involve some understanding of the frames
- 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 4.5 investigates ways to develop meaning in their artworks
- 4.6 selects different materials and techniques to make artworks
- 4.7 explores aspects of practice in critical and historical interpretations of art
- 4.8 explores the function of and relationships between the artist – artwork – world – audience
- 4.9 begins to acknowledge that art can be interpreted from different points of view
- 4.10 recognises that art criticism and art history construct meanings

Year 7 Assessment Calendar 2024

TERM 1, 2024	
Weeks 3/4	NAPLAN – timetable to be confirmed in Week 2
5	Task 1: PDHPE
6	Task 1: History
9	Task 1 English, Maths, Science, Technology, Visual Arts (Theory)
10	Task 1 Music, Visual Arts (Prac)

TERM 2, 2024	
2	Task 2: History
3	Task 2: Technology
4	Task 2: Maths
5	Task 2: PDHPE
9	Task 2: English
10	Task 2: Science, Music, Visual Arts

TERM 3, 2024	
5	Task 2: Mathematics
6	Task 3: PDHPE
7	Task 3: Mathematics
8	Task 3: History
9	Task 3: English, Technology, Visual Arts (Theory)
10	Task 3: Music, Visual Arts (Prac), Science, Task 4: PDHPE

TERM 4, 2024	
3	
4	Task 3: Mathematics, Visual Arts, Music, History
5	Task 4: Technology Task 4: History
9	Task 4: English
10	