Gymea Technology High School

INSPIRE. LEARN. SUCCEED.

Year 7 Assessment Guide

2019

Contents

Supporting Success

Objectives of our assessment program

- To monitor and report on student progress and attainment.

- To facilitate communication between teachers and parents and their child's progress, development and learning needs.

- To facilitate the involvement of students in the assessment of their own work.

- To enable teachers to monitor their own teaching approaches and methodologies.

Strategies to assist students achieve in assessment tasks

A consistent application of this policy across the school in years 7-10 will provide increased success to students with their assessments.

To assist a consistent application:

- Regular teacher professional learning.

- Year group presentations to students on assessment support and expectations.

- Expectations of assessments clearly available on the school's website.

- Class teachers conduct introductory lessons with students leading them through scope and sequences, related assessment tasks and expectations of student participation.

- All tasks clearly identified in scope and sequences and assessment schedules.

- Use of the website to assist in keeping students and parents informed.

- Deliberate focus on celebrating and recognition of student success through school merits.

Course outlines and assessment schedules

Assessment schedules will be made available to each course in each year. The schedules will include:

- A list of reporting outcomes.

- The assessment tasks with weightings mapped back to reporting outcomes

- Tasks that all students doing the same course do within each year.

Notifications of assessment tasks

Assessment tasks for year 7-10 are prepared on the school's agreed *notification of assessment* proforma and issued to the students as early as possible prior to a task.

These notifications of assessments should be:

- Included in the school calendar.

- Uploaded to website for respective year groups.

- Talked through by the class teacher when distributed to reinforce approach and expectations.

- Indicating student feedback with considerations to Scaffolds to guide assessment expectations.

- Includes a literacy component to improve student performance in Writing.

Supporting Difficulties

What happens with a missed or late submission of a task?

Expectations of students for successful completion of assessments:

- Plan for their tasks using the assessment schedules.

- Refer to the assessment notifications and seek a copy if they were absent at the time of distribution.

- Seek further guidance from teachers asking questions that enable a deeper understanding of what the task requires.

- Complete all assessment tasks on time.

- Submit their own work, honestly making a genuine and serious attempt.

- Complete each assessment task to the best of their ability.

- Ensure that any questions they have about the marks / grades / comments awarded for an individual piece of work are resolved at the time the work is handed back.

- Work without hindering the learning and work of other student with both hand in tasks and tests / examinations.

Grounds for extension or rescheduling of an assessment task may be:

- Illness or valid injury.

- Authorised absence from school.
- Severe family disruption.
- Student involvement in an official school function.
- Other as approved by the Head Teacher of the KLA or the Deputy Principal.

Process to apply for an extension.

- Extensions to tasks must meet the grounds as detailed above.
- The Head Teacher of the course is responsible for authorising extensions.
- All applications for extensions must accompany a note from the parent / caregiver.
- Where a student was absent or had a legitimate reason to not hand in a task, the student must see the teacher or Head Teacher on the first day of return to school to hand in the task.

Process to reschedule a task.

Where a student was absent or had a legitimate reason to have missed a task, the student must see the teacher or head teacher on the first day of return to school to organise a time to complete the task.

Process to manage missed or late submission of a task?

The following procedures apply to students who missed or submitted a task late and did not gain an extension.

- A penalty will apply for any missed or late submission of an assessment task not covered in the above. Students will lose 10% of the mark normally awarded for every calendar day late up to a maximum of 50%.
- In most instances, parents will be notified where penalties exceeded 50%.
- Students will have their work marked and provided with feedback with the possible marks earned for the task.
- Students must submit all assessment tasks regardless of penalties applied.
- Consistent failure to submit assessment tasks by due dates could result in failure to satisfy course requirements. The students and their parents will receive official letters warning of such a determination in such cases.

Managing issues surrounding malpractice including suspected plagiarism

Defining Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as one's own.
- Using material directly from books, journals or the Internet without reference to the source
- Building on the ideas of another person without reference to the source.
- Buying, stealing or borrowing another person's work and presenting it as one's own.
- Submitting work to which another person, such as a parent, coach or subject expert has contributed substantially.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Breaching school examination rules.
- Not making a genuine effort with an assessment task
- Assisting another student to engage in malpractice.

Strategies to ensure the authenticity of student responses to tasks.

Strategies that teachers can use:

- Thoroughly briefing all students in relation to the requirements of each task using the school's notifications of assessments.
- Considering allocating class time to the planning of a response to a task.
- Considering a process diary or journal that students use to show how their response or project or work was developed.
- Asking students to submit a task at critical points in its development.
- Having students submit their original drafts in addition to their final work

- Incorporating student oral presentations on the progress of their work
- Communicating clearly to students the extent of teacher, or other expert or outside, involvement permitted in the development of the work.

Managing Issues of Malpractice

Issues of malpractice need to be:

- Investigated by the teacher and head teacher of the respective course who will provide the student(s) with an opportunity to address the issue.
- The head teacher will consult with the Deputy Principal to deliberate a course of action and communicate this to the student and the student's parents.
- If the malpractice is proven a penalty, including consideration of a zero mark, will be given appropriate to the seriousness of the issue.

Formal examination procedures

General Examination Procedures

In years 7-10, English, Mathematics, Science, History and Geography will include assessments from the issued assessment schedule in a calendared formal examination period.

- Students are expected to apply themselves in the examination until the designated writing time has elapsed. Students are encouraged to review their work if they finish early.
- Students are not to take any writing materials, pencil cases, books or other non-approved materials into the examination. Answer paper will be provided for all assessment tasks. Approved equipment taken into the examination room must be carried in as separate items.
- Mobile phones are to be switched off before entering the examination room and kept in the student's bag which will remain in the hall. Failure to comply with this may be considered as malpractice in the examination.

- Students are expected to remain quiet and not to talk to or interfere with other students or their equipment once they enter the examination room.

Misconduct in formal examinations and other assessment tasks

- Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice.
- All class tasks including formal examinations must be attempted seriously. Non-serious attempts or inappropriate responses are an issue of malpractice.

Technology and assessment tasks

Many assessment tasks submitted by students are prepared on using technology and are either printed or uploaded for submission. Unfortunately, technology fails or breaks down at the most inopportune times. Faulty equipment, including printing issues are not an acceptable excuse for late submission.

To assist students in the utilisation of technology, the following guidelines should be considered:

- Always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly.
- Submit work using the learning platform as advised by your teacher, such as Moodle.
- Print out copies of drafts and keep them while the assignment is in progress
- Bring a copy of the file to school by saving up on a cloud, email or on a USB.

English

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ **Core Focus: Identity**: a study into how various texts explore one's identity	▪ **Heroes:** a study into the concept of heroism in texts and how they communicate social values	▪ **The Storyteller and the Story:** exploring the cultural function of stories and storytellers ▪ **Between a Rock and a Hard Place**: a novel study exploring how we overcome adversity through courage	▪ **Between a Rock and a Hard Place** (cont.) ▪ **Project Based Learning**: "It's all a game" Students design a game based on their learning this year

Report Outcomes

1. Composes persuasive texts for understanding and interpretation, making effective language choices to shape meaning.

2. Uses a range of processes and skills to present how texts express aspects of the world.

3. Listens and thinks critically about information and considers cultural expression in texts.

4. Describes language forms and features to respond interpretively and critically.

5. Makes effective language choices to compose creative and imaginative texts.

6. Reflects upon their own learning.

7. Thinks critically about information and explains connections between and among texts.

8. Composes texts that respond to and reflect on individual skills for learning.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Diagnostic Writing Task : Core Focus - Identity	1	10
	Task 2: Speaking Task : Core Focus - Identity	2	20
	Task 3: Semester One Exam	3,4	20
Semester 2	Task 4: Creative Writing - Fractured Fairytale	5,6	20
	Task 5: Semester Two Exam	4,7	20
	Task 6: Wide Reading Journal	8	10

Geography

Geography is taught within a semester and switched with History in the alternate semester.

Course Outline

Students will study the following units:

First term of study	Second term of study
▪ Landscapes and landforms	▪ Place and Liveability

Report Outcomes

1. Locates and describes the diverse features, characteristics and processes that form and transform places and environments.

2. Describes processes and influences that form and transform places and environments.

3. Discusses the management of places and environment for their sustainability.

4. Acquires and processes geographical information by selecting and using geographical tools for inquiry.

5. Communicates geographical information using a variety of strategies.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1 or 2	Task 1: Research Assignment	5	35
	Task 2: Class Task (skills and tools)	4	25
	Task 3: Course Final Exam	1, 2, 3	40

History

History is taught within a semester and switched with Geography in the alternate semester.

Course Outline

Students will study the following units:

First term of study	Second term of study
▪ The Ancient World Overview ▪ Investigating the Ancient Past ▪ The Mediterranean World: Ancient Egypt	▪ Study of Ancient Egypt(continued) ▪ The Asian World: Ancient China

Report Outcomes

1. Demonstrates the ability to locate, select and organise information from sources to communicate an understanding of investigating the Ancient Past.

2. Demonstrates skills to undertake the process of historical inquiry.

3. Uses evidence from sources to communicate an understanding of Ancient Societies in written form.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1 or 2	Task 1: Skills Task	2	30
	Task 2: Historical Investigation	1	30
	Task 3: Final Exam	3	40

Language – French

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ Why Study a Language? ▪ Where is France and why is it special? ▪ Bonjour! An introduction to basic phrases.	▪ Using French phrases in situations ▪ The French alphabet and accents ▪ Definite articles	▪ Exploring Paris ▪ French Expressions ▪ Pronouns and verbs	▪ Numbers 1-20 ▪ Who is in my family? ▪ French pronouns

Report Outcomes

1. Recognises and understands the keywords related to language studies.
2. Recognises basic French greetings.
3. Comprehends passages of written French.
4. Comprehends various elements of French culture.
5. Correctly uses grammatical rules of the French language
6. Comprehends passages of spoken French.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Introduction to Languages	1	20
	Task 2: Semester One Exam	2, 3, 4	30
Semester 2	Task 3: Travel Project	4	20
	Task 4: Semester Two Exam	4,5,6	30

Mathematics

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ Computation with Integers and the Number Plane ▪ Number Properties and Patterns ▪ Algebraic Techniques 1	▪ Fractions, Decimals and Percentages ▪ Equations ▪ Angle Relationships	▪ Properties of Geometrical Figures 1 ▪ Data Collection and Representation	▪ Length and Area ▪ Probability ▪ Translations

Report Outcomes

1   Solves problems using mathematical techniques.

2   Demonstrates skills in the operation of integers.

3   Demonstrates skills and understanding in number patterns and algebraic techniques.

4   Performs operations with fractions, decimals and percentages.

5   Uses algebraic techniques to solve equations.

6   Communicates mathematical ideas in geometry.

7   Applies appropriate mathematical techniques in measurement.

8   Collects and analyses data using mathematical tools.

9   Represents, understands and calculates probabilities.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Class Test	1,2	20
	Task 2: Semester 1 Exam	1,2,3,4	30
Semester 2	Task 3: Class Test	1, 5, 6, 7	20
	Task 4: Semester 2 Exam	1,5,6,7,8,9	30

Music

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ Musical Instruments and the Orchestra ▪ Performing Music 1	▪ Program/Theatre Music and the Orchestra ▪ Making and Creating Music.	▪ Music of World Cultures ▪ Performing Music 2.	▪ Music for Radio, Film, TV and Multimedia. ▪ Listening and Notation

Report Outcomes

1 Makes and creates music in a variety of contexts and styles.

2 Analyses and researches music in a variety of contexts and styles.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Assignment	2	25
	Task 2: Practical	1, 2	25
Semester 2	Task 3: Practical	1	15
	Task 4: Class Tests	2	35

Personal Development, Health & Physical Education

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ Health Benefits of Physical Activity ▪ Enhancing Personal Fitness	▪ Drugs ▪ Playing the Game and being a Good Sport ▪ Positive Relationships	▪ Mental Health and Wellness ▪ Eat Well, Live Well ▪ Dance	▪ Think, Act and be Safe ▪ The Great Outdoors

Report Outcomes

1 Identifies and selects strategies that enhance their ability to cope and feel supported.

2 Describes the benefits of a balanced lifestyle.

3 Describes how to assess health information, products and services.

4 Demonstrates and refines movement skills in a range of contexts and environments.

5 Demonstrates elements of movement composition.

6 Identifies the consequences of risky behaviours and how to minimise their harm.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Research Task: Healthy Lifestyles Brochure	1, 2,3	33
	Task 2: Movement Skills	4,5	17
Semester 2	Task 3: Movement, Performance and Composition	4,5	15
	Task 4: Examination	1, 2, 3, 6	35

Science

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ Working as a scientist. ▪ Classification	▪ Particle Idea ▪ Energy ▪ Cells	▪ Separating Mixtures ▪ Force	▪ Water Cycle ▪ Earth and Solar System

Report Outcomes

1. Knowledge and understanding of the practice of science and how science impacts on society, technology and the environment.

2. Uses identified strategies to plan and conduct investigations and draw conclusions from data.

3. Communicates scientific findings to an audience.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Starting Science Prac Test (skills test)	2	15
	Task 2: Zoo – Vertebrate Classification Research	3	15
	Task 3: Semester 1 Exam	1	20
Semester 2	Task 4: Science Skills Task	3	10
	Task 5: Research Task	2	20
	Task 6: Semester 2 Exam	1	20

Technology Mandatory A

Course Outline

Students will study the following units in either Semester 1 or Semester 2:

First term of study	Second term of study

▪ **Digital Citizenship**
    o Safe and responsible 21st Century Learners
▪ **Project 1: Photoshop & Graphic Design:**
    o Express yourself through the medium of image and text.
▪ **Project 2: Movie Making Part 1:**
    o Immersion in climatic experiences.
	▪ **Project 2: Movie Making part 2:**
	    o Applications of cinematic techniques
	▪ **Project 3: Codotics:**
	    o Exploring coding to manage robotic devices

Report Outcomes

1. Understands the use of technology in society and the implications of people using technology safely.
2. Communicates ideas effectively.
3. Applies and evaluates design processes to develop creative solutions to problems.
4. Plans and manages the production of designed solutions
5. Uses and applies tools, materials and techniques in a safe and responsible manner.
6. Uses computer applications in the development of design project material.
7. Designs and implements digital algorithms using programming language.

Assessments

	Component	Task 1 Digital Citizenship quiz	Task 2 Cumulative Assessment for Project 1	Task 3 Cumulative Assessment for Project 2	Task 4 Cumulative Assessment for Project 3	Weightings
Semester 1 or 2	Outcomes	1,2	2,3,4,5,6	2,3,4,5,7	2,3,4,5,7	
	Knowledge & Understanding: Moodle Quiz	10	10	10	20	50
	Application of skills & problem solving: Assessment Rubric		20	20	10	50
	MARKS	10	30	30	30	100

Technology Mandatory B

Course Outline

Students will study the following units:

First term of study	Second term of study
- Unit 1: Promotional Prototypes – Key Tag. Students will plan, design and manufacture a key tag for a cultural event. - Unit 2: Laser Lights –LED Display. Students will research, plan, design and manufacture a laser cut and etched LED lit display.	Unit 3: Clock Face. Students will research, plan, design and manufacture a functional clock face, using multiple materials.

Report Outcomes

1. Designs innovative ideas and creative solutions to authentic problems or opportunities.
2. Plans and manages the production of design solutions.
3. Investigates how the characteristics and properties of tools, materials and processes affect their use in design solutions.
4. Selects and safely applies tools, materials and processe4s in the production of quality projects.
5. Uses computer applications in the development of design project material.
6. Communicates ideas effectively.

Assessments

	Component	Task 1 Promotional Prototypes – Key Tag	Task 2 Laser Lights – LED Display	Task 3 Clock Face	Weightings
Semester 1 or 2	Outcomes	1,2,3,4,5,6	1,2,3,4,5,6	1,2,3,4,5,6	
	Knowledge & Understanding: Moodle Test	10	10	20	40
	Application of skills & problem solving: Assessment Rubric	15	15	30	60
	MARKS	**25**	**25**	**50**	**100**

Visual Arts

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ Elements of Design	▪ Dr Seuss	▪ Sea Life	▪ Artist's Choice – Project Based Learning

Report Outcomes

1   Locates particular works in a time and place according to the subject matter represented.

2   Maintain a record of visual and verbal exercises, experiments and ideas as evidence of participation and learning.

3   Makes artworks using art elements and expressive ideas to represent subject matter in a range of forms.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Critical and Historical Study	1	20
	Task 2: Body Of Work	2,3	30
Semester 2	Task 3: Critical and Historical Study	1	20
	Task 4: Body Of Work	2,3	30