



# Year 7 2023

## Assessment Handbook



## Vision Statement

*Kingsgrove North High School strives to produce resilient, informed 21st century learners in a safe, supportive and engaging educational environment.*

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# General Information

## 1. INTRODUCTION

The purpose of this booklet is to outline the assessment policy of Kingsgrove North High School for Year 7. This document is developed to help students plan and prepare for assessments. Please read it carefully and ask your teachers if you have any concerns.

The Kingsgrove North High School Assessment Policy is designed to standardise procedures between subject areas and to give students and teachers a clear statement of their rights and responsibilities.

It is the responsibility of the school to communicate the assessment requirements to the students.

It is the responsibility of the students to meet the requirements and to make every effort to resolve problems and/or disputes.

### **What is Assessment?**

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Stage 4 course those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion of a course
- providing information on student learning and progress in a course in relation to the syllabus outcomes
- report on the achievement by each student at the end of a course

# School Assessment Policy

## 2. INTRODUCTION

### Rationale

Kingsgrove North High School ensures that all assessment tasks undertaken in years 7, 8 and 9 meet the school and the **New South Wales Educational Standards (NESA)** requirements.

### Aim:

- Every student will be made fully aware of NESA, School and KLA requirements for all formal assessment tasks
- Consistent practices will be embedded across the school when formally assessing students.

### Procedures

- All students will receive an assessment booklet each year that outlines when all tasks are due for all subjects studied
- Students will receive a formal 'Notification of Assessment Task' at least **2 weeks** prior to the submission date
- Students are expected to submit tasks **by 8:50am** on the due date with the Assessment Cover Sheet attached to the front of the task, unless otherwise specified on the task
- Upon submission of a task, a student **must sign a register**, which is to be retained as proof of submission
- All students are expected to submit or sit for all assessment tasks by the due date
- An assessment task not submitted on time will be marked on a sliding scale:
  - **1st day late:** minus 10%
  - **2nd day late:** minus 20%
  - **3rd day late:** minus 30%; then 0 after three days (weekends count as one day).
- Acceptable reasons for the late submission or absence from an assessment task include illness, accident or other unforeseen circumstances. In each case the incident must be supported by appropriate documentation such as a doctor's certificate. *Technological issues, family holidays and other non-emergencies are not justifiable reasons* for not completing an assessment task by the due date. The Head Teacher of the KLA will determine if the reason is acceptable.
- All junior assessment tasks will be marked using both a sliding number score as well as the correlating grade for the outcomes covered in each task (i.e. students will be awarded a mark and a grade).
- If a student requires an extension for an assessment task, the application for an extension must be in writing and submitted to the Head Teacher at least **one week** before the due date of the assessment.
- When a student fails to complete an assessment task due to a valid reason then the student will be given an amended due date for that task. In some instances, an alternate task may be provided.



- Students who are deemed to make a **non-serious attempt** at any assessment task will be awarded **zero**. This includes only completing one section of the examination or not making a genuine attempt to complete all sections of an assessment task.
- If a student fails to complete an assessment task then contact will be made with the parent/guardian indicating that the syllabus outcomes have not been achieved and the task has been awarded a zero mark.
- Work submitted in an assessment task must be only that of the student. If a student uses the work of another person or directly copies from published texts or an internet site to complete a task they will receive a **zero mark** and the task will need to be re-submitted. If the work used was that of another student from this school, who knowingly supplied the information, then that student may also receive a zero mark.
- For all in-class tests, mobile phones must be switched off and out of sight. If students are caught talking or communicating with others during an exam then their test paper will be removed and a mark of zero may be issued, along with a letter sent home to the parents.
- If students have concerns regarding the assessment procedures followed for an assessment task then they have the right to appeal the process in writing via the form which can be found on the school website: [https://kingsgrovn-h.schools.nsw.gov.au/content/dam/doe/sws/schools/k/kingsgrovn-h/downloads/2023/Assessment\\_Appeal\\_Application\\_Form.pdf](https://kingsgrovn-h.schools.nsw.gov.au/content/dam/doe/sws/schools/k/kingsgrovn-h/downloads/2023/Assessment_Appeal_Application_Form.pdf)
- All assessment tasks should be marked, and written feedback provided to the students within 3 weeks of the submission date.

## **COURSE INFORMATION**

## Stage 4 Year 7- English 2023

|                      | Syllabus Weighting | TASK 1<br>Term 1, Week 10<br>2023 | TASK 2<br>Term 2, Week 10<br>2023 | TASK 3<br>Term 3, Week 8<br>2023 | TASK 4<br>Term 4, Week 4<br>2023 | TASK 5<br>Term 4, Week 9<br>2023     |
|----------------------|--------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------------------|--------------------------------------|
| Assessment Component | Type of Task       | Critical Response                 | Poetry Exam                       | Creative Writing Portfolio       | Story-Board and Reflection       | Power- Point Presentation/ or poster |
| Outcomes             |                    | EN4-3B, EN4-1A, EN4-7D            | f<br>EN4-6C, EN4-7D, EN4-8D       | EN4-5C, EN4-4B                   | EN4-2A, EN4-9E                   | EN4-7D, EN4-8D                       |
| TOTAL                | 100%               | 25%                               | 25%                               | 25%                              | 25%                              | Class Task                           |

### OUTCOMES

|        |  |        |  |
|--------|--|--------|--|
| EN4-1A | A student responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure                                   | EN4-5C | A student thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts |
| EN4-2A | A student effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies | EN4-6C | A student identifies and explains connections between texts  |
| EN4-3B | A student uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts                             | EN4-7D | A student demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it                |
| EN4-4B | A student makes effective language choices to creatively shape meaning with accuracy, clarity and coherence  | EN4-8D | A student identifies, considers and appreciates cultural expression in texts   |
|        |  | EN4-9E | A student uses, reflects on and assesses their individual and collaborative skills for learning  |

## Stage 4 Mathematics – Year 7 2023

|                        | Syllabus Weighting | TASK 1<br>Term 1, Week 8<br>2023         | TASK 2<br>Term 2, Week 6<br>2023          | TASK 3<br>Term 3, Week 6<br>2023                              | TASK 4<br>Term 4, Week 4<br>2023  |
|------------------------|--------------------|--|---|---|---|
| Assessment Component   | Type of Task       | Open Book Topic Test<br><b>Integers</b>  | Research Assignment<br><b>Percentages</b> | Topics Test<br><b>Algebra, Indices,<br/>Probability</b>       | Yearly Exam<br><b>All Topics</b>  |
| Concepts and Skills    | 50%                | 15%                                      | 10%                                       | 10%   | 15%   |
| Working Mathematically | 50%                | 10%                                      | 10%                                       | 15%   | 15%   |
| Outcomes               |                    | MA4-4NA<br>MA4-1WM<br>MA4-2WM<br>MA4-3WM | MA4-5NA<br>MA4-1WM<br>MA4-2WM<br>MA4-3WM  | MA4-8NA, MA4-9NA<br>MA4-21SP<br>MA4-1WM<br>MA4-2WM<br>MA4-3WM | MA4-4NA, MA4-5NA<br>MA4-8NA, MA4-9NA<br>MA4-10NA, MA4-15MG<br>MA4-17MG, MA4-18MG<br>MA4-21SP, MA4-1WM<br>MA4-2WM, MA4-3WM |
| TOTAL                  | 100%               | 25%                                      | 20%                                       | 25%   | 30%   |

### OUTCOMES

|          |  |  |                     |
|----------|--|--|---------------------|
| MA4-4NA  | Computation with Integers and Counting Numbers | MA4-18MG   | Angle Relationships |
| MA4-4NA  | Computation with Integers (Directed Numbers)   | MA4-21SP   | Probability         |
| MA4-5NA  | Fractions, Decimals and Percentages            | <b>Working Mathematically is across all topics</b><br>MA4-1WM      Communicating<br>MA4-2WM      Problem Solving<br>MA4-3WM      Reasoning |                     |
| MA4-8NA  | Algebraic Techniques 1                         |  |                     |
| MA4-9NA  | Indices  |  |                     |
| MA4-10NA | Equations                                      |  |                     |
| MA4-12MG | Length   |  |                     |
| MA4-13MG | Area   |  |                     |
| MA4-15MG | Time   |  |                     |
| MA4-17MG | Properties of Geometrical Figures 1            |  |                     |



## Stage 4 Year 7- Personal Development Health & Physical Education (PDHPE) 2023

|  | Syllabus Weighting | TASK 1<br>Term 1, Week 7<br>2023 | TASK 2<br>Term 1, Week 8<br>2023                   | TASK 3<br>Term 2, Weeks 1-10<br>2023                             | TASK 4<br>Term 3, Week 8<br>2023 |
|--|--------------------|----------------------------------|--|--|----------------------------------|
| Assessment Component                   | Type of Task       | Topic Test                       | Practical Assessment<br><br>Modified Team Building | Practical Assessment-<br>Ongoing in class<br><br>Net/Court Games | PSA Assessment Task              |
| Knowledge and understanding of content | 50%                | 25%                              |  | 25%  |                                  |
| Skills                                 | 50%                |                                  | 25%  |  | 25%                              |
| Outcomes                               |                    | PD4-1, PD4--10                   | PD4-1, PD4-2, PD 4-3<br>PD4--9, PD 4-10            | PD4--4, PD 4-5, PD4-10   | PD4--4, PD4-5, PD4-11            |
| TOTAL                                  | 100%               | 25%                              | 25%  | 25%  | 25%                              |

### OUTCOMES

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

## Stage 4 Year 7- Music 2023

|                      | Syllabus Weighting | TASK 1<br>Term 1, Week 10<br>2023 | TASK 2<br>Term 2, Week 5<br>2023 | TASK 3<br>Term 3, Week 8<br>2023 | TASK 4<br>Term 4, Week 4<br>2023 |
|----------------------|--------------------|-----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Assessment Component | Type of Task       | Elements of Music                 | Instruments of the Orchestra     | Orchestral Music                 | Australian Music                 |
| Musicology/Listening | 30%                |                                   | 10%                              | 10%                              | 10%                              |
| Performance          | 45%                | 10%                               | 15%                              |                                  | 20%                              |
| Composition          | 25%                | 10%                               |                                  | 15%                              |                                  |
| Outcomes             |                    | 4.1 4.3, 4.4,<br>4.5, 4.12        | 4.1, 4.2, 4.7,<br>4.8, 4.9, 4.12 | 4.5, 4.6,<br>4.9, 4.10           | 4.1, 4.2 4.3<br>4.7, 4.8, 4.9    |
| TOTAL                | 100%               | 20%                               | 25%                              | 25%                              | 30%                              |

### OUTCOMES

|  |   |
|--|---|
| <u>Performing:</u><br>4.1 Performs in a range of musical styles demonstrating an understanding of musical concepts<br>4.2 Performs music using different forms of notation and different types of technology across a broad range of musical styles<br>4.3 Performs music demonstrating solo and/or ensemble awareness<br><u>Composing:</u><br>4.4 Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing<br>4.5 Notates compositions using traditional and/or non-traditional notation<br>4.6 Experiments with different forms of technology in the composition process | <u>Listening:</u><br>4.7 Demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas<br>4.8 Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire<br>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<br>4.10 Identifies the use of technology in the music selected for study, appropriate to the musical context<br><u>Value and Appreciation:</u><br>4.11 Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form<br>4.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences. |
|--|---|

## Stage 4 Year 7-Visual Arts 2023

|                               | Syllabus Weighting | TASK 1<br>Term 1, Week 10<br>2023 | TASK 2<br>Term 2, Week 5<br>2023             | TASK 3<br>Term 3, Week 8<br>2023 | TASK 4<br>Term 4, Week 3<br>2023                  |
|-------------------------------|--------------------|-----------------------------------|--|----------------------------------|---|
| Assessment Component          | Type of Task       | Portraiture Assignment            | Practical portraiture art making tasks & VAD | Fantastic Animals Assignment     | Practical Fantastic Animal art making tasks & VAD |
| Art Making                    | 70%                | 10%                               | 20%  | 15%                              | 25%   |
| Art History and Art Criticism | 30%                | 5%                                | 10%  | 5%                               | 10%   |
| Outcomes                      |                    | 4.1, 4.3, 4.4, 4.5, 4.6           | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8,      | 4.2, 4.3, 4.6, 4.7, 4.9          | 4.1, 4.3, 4.4, 4.6, 4.7, 4.8                      |
| TOTAL                         | 100%               | 15%                               | 30%  | 20%                              | 35%   |

### OUTCOMES

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

## Stage 4 Year 7- Technology Mandatory 2023

|                            | Syllabus Weighting | TASK 1<br>Term 1, Week 9<br>2023  | TASK 2<br>Term 2, Week 6<br>2023  | TASK 3<br>Term 3, Week 9<br>2023  | TASK 4<br>Term 4, Week 6<br>2023  |
|----------------------------|--------------------|---|---|---|---|
| Assessment Component       | Type of Task       | Practical Task  | Design Folio/Theory Task  | Practical Task  | Design Folio/Theory Task  |
| Design & production skills | 60%                | 25%   | 5%  | 25%   | 5%  |
| Knowledge & understanding  | 40%                | 5%  | 15%   | 5%  | 15%   |
| Outcomes                   |                    | TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS | TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS | TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS | TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS |
| TOTAL                      | 100%               | 30%   | 20%   | 30%   | 20%   |

### OUTCOMES

|         |  |          |  |
|---------|--|----------|--|
| TE4-1DP | Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities | TE4-6FO  | Explains how the characteristics and properties of food determine preparation techniques for healthy eating                  |
| TE4-2DP | Plans and manages the production of designed solutions   | TE4-7DI  | Explains how data is represented in digital systems and transmitted in networks  |
| TE4-3DP | Selects and safely applies a broad range of tools, materials and processes in the production of quality projects   | TE4-8EN  | Explains how force, motion and energy are used in engineered systems   |
| TE4-4DP | Designs algorithms for digital solutions and implements them in a general-purpose programming language             | TE4-9MA  | Investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions |
| TE4-5AG | Investigates how food and fibre are produced in managed environments   | TE4-10TS | Explains how people in technology related professions contribute to society now and into the future                          |

## Year 7 History 2023

|   | Syllabus Weighting | TASK 1<br>Term 1<br>Week 8, 2023 | TASK 2<br>Term 2<br>Week 2, 2023                      | TASK 3<br>Term 3<br>Week 4, 2023 | TASK 4<br>Term 4<br>Week 3, 2023 |
|---|--------------------|----------------------------------|---|----------------------------------|----------------------------------|
| Assessment Component  | Type of Task       | Inquiry Task                     | Source Analysis-<br>Investigating the<br>Ancient Past | Research Task-<br>Ancient Egypt  | Site Study- Ancient<br>China     |
| Knowledge and understanding of Content                            | 25%                | 5%                               | 5%  | 10%                              | 5%                               |
| Reasoning and Communication                                       | 25%                | 5%                               | 10%   |                                  | 10%                              |
| Historical Inquiry and Research                                   | 25%                | 5%                               |   | 10%                              | 10%                              |
| Communication of Historical Understanding<br>in Appropriate Forms | 25%                |                                  | 10%   | 10%                              | 5%                               |
| Outcomes  |                    | HT4-1, HT4-5, HT4-6,<br>HT4-9    | HT4-5, HT4-6, HT4-8                                   | HT4-2, HT4-3,<br>HT4-9, HT4-10   | HT4-2, HT4-6,<br>HT4-9, HT4-10   |
| TOTAL   | 100%               | 15%                              | 25%   | 30%                              | 30%                              |

### OUTCOMES

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

## Stage 4 Year 7- Geography 2023

|   | Syllabus Weighting | TASK 1<br>Term 1<br>Week 9, 2023  | TASK 2<br>Term 2<br>Week 2, 2023 | TASK 3<br>Term 3<br>Week 8, 2023   | TASK 4<br>Term 4<br>Week 4, 2023 |
|---|--------------------|-----------------------------------|----------------------------------|------------------------------------|----------------------------------|
| Assessment Component                                      | Type of Task       | Individual Research Assignment    | Class Mark                       | Individual Reflection/Process Mark | Group Project                    |
| Develop knowledge and understanding                       | 40%                | 15%                               | 5%                               | 5%                                 | 15%                              |
| Acquire, process and communicate geographical information | 40%                | 10%                               |                                  | 20%                                | 10%                              |
| Apply geographical tools                                  | 20%                | 5%                                |                                  | -                                  | 15%                              |
| Outcomes  |                    | GE4.1, GE4.2, GE4.4, GE4.5, GE4.7 | GE4.8                            | GE4.8                              | GE4.3, GE4.4, GE4.6, GE4.8       |
| TOTAL   | 100%               | 30%                               | 5%                               | 25%                                | 40%                              |

### OUTCOMES

|       |  |       |   |
|-------|--|-------|---|
| GE4-1 | Locates and describes the diverse features and characteristics of a range of places and environments | GE4-5 | Discusses management of places and environments for their sustainability                              |
| GE4-2 | Describes processes and influences that form and transform places and environments                   | GE4-6 | explains differences in human wellbeing   |
| GE4-3 | Explains how interactions and connections between people, places and environments result in change   | GE4-7 | Acquires and processes geographical information by selecting and using geographical tools for inquiry |
| GE4-4 | Examines perspectives of people and organisations on a range of geographical issues                  | GE4-8 | Communicates geographical information using a variety of strategies                                   |



## Stage 4 Year 7- Science 2023

|  | Syllabus Weighting | TASK 1<br>Term 1, Week 9<br>2023  | TASK 2<br>Term 2, Week 6<br>2023 | TASK 3<br>Term 3, Week 1<br>2023 | TASK 4<br>Term 4, Week 4<br>2023                        |
|--|--------------------|-----------------------------------|----------------------------------|----------------------------------|---|
| Assessment Component                                       | Type of Task       | Student Research Project (guided) | Practical Skills                 | Models                           | Yearly Exam   |
| Values and Attitudes<br>Knowledge and Understanding Skills | 100%               | 20%                               | 25%                              | 25%                              | 30%   |
| Outcomes   |                    | 4WS, 5WS,<br>7WS,8WS,9WS          | 4WS, 5 WS,<br>7WS, 9WS           | 5WS, 8WS,<br>9WS, 14LW           | 4WS, 7WS, 9WS,<br>10PW, 13ES, 14LW,<br>15LW, 16CW, 17CW |
| TOTAL  | 100%               | 20%                               | 25%                              | 25%                              | 30%   |

### OUTCOMES

|         |  |          |   |
|---------|--|----------|---|
| SC4-1VA | Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them   | SC4-9WS  | Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations  |
| SC4-2VA | Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures  | SC4-10PW | Describes the action of unbalanced forces in everyday situations  |
| SC4-3VA | Demonstrates confidence in making reasoned, evidence-based decisions about the current   | SC4-11PW | Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations  |
| SC4-4WS | Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge science ideas, findings and information to a given audience using appropriate scientific language, text types and representations | SC4-12ES | Describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system  |
| SC4-5WS | Collaboratively and individually produces a plan to investigate questions and problems   | SC4-13ES | Explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management  |
| SC4-6WS | Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually  | SC4-14LW | Relates the structure and function of living things to their classification, survival and reproduction  |
| SC4-7WS | Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions   | SC4-15LW | Explains how new biological evidence changes people's understanding of the world  |
| SC4-8WS | Selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems   | SC4-16CW | Describes the observed properties and behaviour of matter, using scientific models and  |
|         |  | SC4-17CW | 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 |

# Assessment Planner Year 7 2023

| Term 1  |   | Term 2  |   |   |
|---------|---|---------|---|---|
| Week 1  |   | Week 1  | PDHPE –<br>Weeks 1-10<br>Practical<br>Assessments<br>ongoing in class.<br>Net/Court games |   |
| Week 2  |   | Week 2  |   | History – Source Analysis: Investigating the Ancient Past<br>Geography – Class Mark                       |
| Week 4  |   | Week 4  |   |   |
| Week 5  |   | Week 5  |   | Music – Instruments of the Orchestra<br>Visual Arts – Practical Portraiture Art Making Tasks and VAD      |
| Week 6  |   | Week 6  |   | Maths – Assignment Percentages<br>Tech Mandatory – Design Folia/Theory Task<br>Science – Practical Skills |
| Week 7  | PDHPE – Topic Test  | Week 7  |   |   |
| Week 8  | Maths – Topic Test Integers<br>PDHPE – Prac Assessment. Modified Team Building<br>History – Enquiry Task            | Week 8  |   |   |
| Week 9  | Tech Mandatory – Practical Task<br>Geography – Individual Research Assignment<br>Science – Student Research Project | Week 9  |   |   |
| Week 10 | English- Critical Response<br>Music – Elements of Music<br>Visual Arts – Portrait Assignment                        | Week 10 |   | English- Poetry Exam  |

# Assessment Planner Year 7 2023

| Term 3  |   | Term 4  |   |
|---------|---|---------|---|
| Week 1  |   | Week 1  |   |
| Week 2  |   | Week 2  |   |
| Week 3  | Science - Models  | Week 3  | Visual Arts – Practical Fantastic Animal Art Making Tasks and VAD   |
| Week 4  | History – Research Task: Ancient Egypt  | Week 4  | English – Story Board and Reflection<br>Maths – Yearly Exam<br>Music – Australia Music<br>History – Site Study: Ancient China<br>Geography – Group Project<br>Science – Yearly Exam |
| Week 5  |   | Week 5  |   |
| Week 6  | Topic Test – Algebra, Indices and Probability   | Week 6  | Tech Mandatory – Design Folio/Theory Task   |
| Week 7  |   | Week 7  |   |
| Week 8  | English-Creative Writing Portfolio<br>PDHPE – PSA Assessment Task<br>Music – Orchestral Music<br>Visual Arts – Fantastic Animals Assignment<br>Geography – Individual Reflection/Process Mark | Week 8  |   |
| Week 9  | Tech Mandatory – Practical Task   | Week 9  | English – PP Presentation or Poster   |
| Week 10 |   | Week 10 |   |

## RECORD OF MY PROGRESS - SELF EVALUATION

**At Kingsgrove North High School I am a RESPONSIBLE learner:**

|   |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|
| <b>Date</b>                                 |  |  |  |  |  |  |  |  |
| <b>In individual work, how well did I:</b>  |  |  |  |  |  |  |  |  |
| • use a homework diary                      |  |  |  |  |  |  |  |  |
| • finish off work at home/complete homework |  |  |  |  |  |  |  |  |
| • revise/review class work                  |  |  |  |  |  |  |  |  |
| • Listen and follow instructions            |  |  |  |  |  |  |  |  |
| • plan my assignments and homework          |  |  |  |  |  |  |  |  |
| • make sure my assignments are good quality |  |  |  |  |  |  |  |  |
| • bring my book/equipment to each lesson    |  |  |  |  |  |  |  |  |
| • contribute to each lesson                 |  |  |  |  |  |  |  |  |
| • Stay on task                              |  |  |  |  |  |  |  |  |
| <b>In group work, how well did I:</b>       |  |  |  |  |  |  |  |  |
| • listen to others                          |  |  |  |  |  |  |  |  |
| • offer suggestions                         |  |  |  |  |  |  |  |  |
| • explain ideas                             |  |  |  |  |  |  |  |  |
| • help organise the group                   |  |  |  |  |  |  |  |  |
| • encourage others                          |  |  |  |  |  |  |  |  |
| • concentrate on the task                   |  |  |  |  |  |  |  |  |
| • do a fair share of the work               |  |  |  |  |  |  |  |  |
| • complete the task                         |  |  |  |  |  |  |  |  |
| • bring work/ items needed for group work   |  |  |  |  |  |  |  |  |