

# *Kingswood High School*



*Tolerance & Charity*

## *Year 7*

*Information for Parents & Students*

# *Assessment and Reporting*

## *Booklet*

*2009*

# **Kingswood High School**

## **Year 7 Student Assessment Policy**

### **Information for Students and Parents**

#### **Introduction**

In Year 7 students must work consistently to develop effective learning practices and establish study routines and habits that prepare them for success in future learning. Study for the award of the School Certificate begins in Year 7 and to achieve satisfactory grades and test results, a serious commitment to learning and study is absolutely essential.

#### **General Subject Assessment Guidelines**

Achievement in subjects studied in Year 7 form the knowledge and skills foundation for the award of the School Certificate at the end of Year 10. The Principal must state that students have satisfactorily studied mandatory subjects to be eligible for the School Certificate. These subjects are:

English, Mathematics, Science, Australian History and Geography, Personal Development, Health and Physical Education, Design and Technology, Languages, Music, Visual Arts.

To ensure that the Principal is able to make this decision, students must:

- Apply themselves with diligence and sustained effort to the set tasks and experiences provided in each course by the school
- Achieve some or all of the course outcomes

#### **Requirements for Satisfactory Subject Completion**

Each subject has outcomes and requirements that students must achieve to be considered satisfactory. Students are expected to:

- Attend all lessons and participate cooperatively and actively in class experiences by using effective learning practices
- Complete all class work and homework to a high standard in order to learn the knowledge and skills outcomes of each subject
- Maintain readable and well presented written records of class work, by following the “Student Workbook Presentation Guidelines” printed elsewhere in this booklet
- Use a homework diary to plan short and long term learning and study routine
- Devise a study timetable, to ensure adequate preparation for class tests and formal examinations

Teachers will set tasks to assess student achievement. These tasks must be completed by the set date. Students should provide satisfactory documentary evidence e.g. Doctor’s certificate to the teacher, if they are absent or unable to submit a task by the due date. Students need to be aware that if this documentation is not submitted, a zero assessment mark will be awarded for that task.

#### **Assessment Tasks**

Assessment is the opportunity for students to show what the student knows and what the student can do. Assessment tasks will help students, parents and staff to identify strengths and weaknesses allowing the development of programs at school and at home to assist the student to continually improve on their performance.

Teachers will set tasks to assess student achievement. These tasks must be completed by the set date. Students should provide satisfactory documentary evidence e.g. Doctor’s certificate to the teacher, if they

are absent or unable to submit a task by the due date. Students need to be aware that if this documentation is not submitted, a zero assessment mark will be awarded for that task.

Every subject has a range of assessment tasks to be completed. This booklet provides students with the percentage weightings and timing of tasks. Students will also be able to access the information from this booklet and the assessment tasks from the school website: <http://www.kingswoodhigh.nsw.edu.au/>

The tasks that students will complete could include:

- Formal examinations
- Topic tests or quizzes
- Assignments
- Essays
- Creative works
- Performances
- Field studies
- Excursion reports
- Skills tests

Parents will be notified and a zero penalty could be imposed if students do not make a serious attempt in an assessment task, produce irrelevant or offensive material, or cheat.

### **Late Policy**

All assessment tasks must be completed by the set date. Students should provide satisfactory documentary evidence e.g. Doctor's certificate to the teacher, if they are absent or unable to submit a task by the due date, no penalty will apply. Unexplained late tasks will be marked by the teacher to provide feedback for the student; however a score of zero will be recorded for reporting purposes.

### **Malpractice**

***Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others.***

Malpractice includes but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as your own
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Using material directly from books, journals, CD's, the internet or any other source without reference to the source.
- Building on ideas of another person without referring to the source.
- Buying, stealing or borrowing another's work and presenting it as your own
- Damaging or destroying another student's work
- Paying or having someone else complete the task for you
- Submitting work which another person such as a parent, tutor, subject expert or a sibling has contributed substantially
- Breaking published school examination rules
- Using non approved aides during an assessment task
- Providing false explanations for work not handed in by the due date
- Assisting another student to engage in malpractice.

Parents will be informed of any instances of malpractice and a zero penalty will be imposed for copying, plagiarism, having someone else do the work for you or any other action that is deemed by the school to give the student an unfair advantage over others.

## **Student Performance Review Process**

Teachers will carefully assess and monitor each student's progress during each term, providing feedback to students on work marked and informing parents, using a "Letter of Concern" if work is not completed or is below the expected standard for the students or class.

A review of student performance will take place each term during week 7. Parents are notified by letter, if their child is causing serious concern in two or more subjects. Teachers and parents will discuss ways to improve the student's learning to ensure that course outcomes are achieved. If necessary, learning improvement plans will be developed and monitored. Regular diary checks will be part of this process.

Parents are welcome to ring and discuss their child's progress with class teachers or Head Teachers should they have any concerns. The Year Adviser can organise progress reports from teachers in cases where serious concerns are evident, or upon Parent request.

## **Examinations, Student Reports and Parent Teacher Evenings**

Teachers report on student progress each semester. These reports indicate the student's achievement of course outcomes for each subject using grades to describe performance. In addition, they will be rated on their ability to learn effectively based on a set of "learning practices" common across subjects. Information about subject outcomes, subject assessment guidelines and school-wide learning practices are also contained in this booklet.

Some subjects set semester examinations mid-term 2 and 4; teachers will give notice of examination requirements for each subject to ensure adequate study time.

A Parent-Teacher Evening is generally scheduled during Term 2. The Parent Newsletter will provide exact times and location. Students will receive a teacher booking sheet and must see their teachers to book in an interview which is convenient for both parents and teachers.

## **Learning Practices used on all reports**

Each teacher in every subject not only assesses you on the course outcomes but also indicates your level of achievement of the learning practices. The learning practices are the same for each subject and include:

- Participates in the full range of class activities.
- Completes set homework and assignments.
- Brings necessary equipment each lesson.
- Works independently without needing close supervision.
- Works cooperatively in group activities.
- Displays a sense of responsibility, self motivation and commitment to quality work.
- Arrives punctually to class.
- Treats others with courtesy and respect.

The levels used are:

- Always
- Usually
- Sometimes
- Rarely

# **Kingswood High**

## **Student Workbook Presentation Guidelines**

Your teachers in all subjects expect high standards of presentation in your workbooks. They expect you to aim for quality work and take pride in your written presentations. It is very important that you establish sound habits with the presentation of your work in the first days of the school year. Well presented work shows a positive approach to learning. The presentation skills you develop at school can be useful later when you are seeking employment – practise these skills now.

**For each subject studied you are expected to:**

1. Provide an exercise book of the recommended size.
2. Label the book clearly with your name, the subject, your class and teacher's name.
3. Ensure that the book is covered and that it remains in good condition for the duration of the course. Avoid removing pages.
4. Present all work in clear, readable handwriting.
5. Write in blue or black pen only, unless the teacher requests otherwise.
6. Rule appropriate margins for each new page, unless the teacher requests otherwise.
7. Ensure that headings are clear and that work is dated.
8. Give thought to the sensible spacing of your work so that it is easy to understand and study from for tests.
9. Ensure that additional material issued to the class is glued into the book immediately.
10. Ensure that graffiti does not appear in the book or on its cover.

When studying some subjects e.g. D&T and Visual Arts you will often work in specially designed booklets or folders. Teachers will provide guidelines for work completion.

***Respect for self and property is part of KHS Student Code of Conduct***

I support these guidelines and I will monitor my son/daughter's work presentation.

Parent signature: ..... Date: .....

# Doing Research Assignments

## Using the Information Process: What steps do I take?

Use the library to do your research in books and online at lunchtimes. Look at the questions for each key word to guide your reading, choice of information and ways you put your information together. Ask the Librarian for help with this process or think about attending homework club to get extra help.

### Defining

What do I really want to find out?  
What is my purpose?  
Why do I need to find this out?  
What are the key words and ideas of the task?  
What do I need to do?

### Locating

Where can I find the information I need?  
What do I already know?  
What do I still need to find out?  
What sources and equipment can I use?

### Selecting

What information do I really need to use?  
What information can I leave out?  
How relevant is the information I have found?  
How credible is the information I have found?  
How will I record the information I need?

### Organising

How can I best use this information?  
Have I enough information for my purpose?  
Do I need to use all this information?  
How can I best combine information from different sources?

### Presenting

How can I present this information?  
What will I do with this information?  
With whom will I share this information?

### Assessing

What did I learn from this?  
Did I fulfil my purpose?  
How did I go – with each step of the information process?  
How did I go – presenting the information?  
Where do I go from here?

# Subject

# Assessment

# Schedules

## *Explanations*

<b><i>Common Task</i></b>	<i>All classes will do the same task.</i>
<b><i>Class Tasks</i></b>	<i>Tasks given to students by class teacher eg. topic tests, practical tests.</i>
<b><i>Bookmark</i></b>	<i>An assessment of coursework completed, presentation and organisation.</i>
<b><i>Assignment</i></b>	<i>A research task requiring a considerable amount of effort from the student.</i>
<b><i>Participation</i></b>	<i>Involvement and contribution to class discussions, positive social interaction, ability to work independently and general enthusiasm.</i>

## **ENGLISH STAGE 4 OUTCOMES**

- 4.1 *A student responds to and composes texts for understanding, interpretation, critical analysis and pleasure*
- 4.2 *A student uses a range of processes for responding to and composing data*
- 4.3 *A student responds to and composes text in different technologies*
- 4.4 *A student uses and describes language forms and features, and structures of texts appropriate to different purposes, audiences and contexts*
- 4.5 *Students make informed language choices to shape meaning with accuracy, clarity and coherence*
- 4.6 *Students draw on experience, information and ideas to imaginatively and interpretively respond to and compose texts.*
- 4.7 *Students think critically and interpretively about information, ideas and arguments to respond to and compose texts*
- 4.9 *Students make connections between and among texts*
- 4.9 *Students demonstrate understanding that texts express views of their broadening world and their relationships within it*
- 4.10 *Students identify, consider and appreciate cultural expression in texts*
- 4.11 *Students use, reflect on and assess individual and collaborative skills for learning*



## ENGLISH - 2009 *Internal Assessment Program, Kingswood High School*

OUTCOMES	COMPONENTS	WEIGHT	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Novel Task	Non Fiction: Letter to Editor	Poetry Terms & Exposition	Drama Monologue	Yearly Examination
			Term 1, Wk 9	Term 1, Wk 5	Term 2, Wk 5	Term 3 Wk 8 & Term 4, Wk 2	Term 4, Wk 4
4.1, 4.2, 4.3	Speaking. Listening, reading, writing, viewing and representing	<b>30%</b>	10			10	10
4.4, 4.5	Using language to communicate appropriately and effectively	<b>40%</b>	10	10	10		10
4.6, 4.7, 4.8	Thinking in ways that are imaginative, interpretive and critical	<b>20%</b>		10	10		
4.9, 4.10, 4.11	Reflecting on their learning and expressing themselves and their relationships with others and the world	<b>10%</b>				10	
<b>TOTAL</b>		<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>

## **MATHEMATICS STAGE 4 OUTCOMES**

### **Working Mathematically**

- WM 1 Asks questions that could be explored using mathematics.*
- WM 2 Selects and applies appropriate problem-solving strategies. Analyses a mathematical or real-life situation, solving problems using technology where appropriate*
- WM 3 Uses mathematical terminology and notation, algebraic symbols, diagrams, text and tables to communicate mathematical ideas*
- WM 4 Gives a valid reason for supporting one possible solution over another.*
- WM 5 Links mathematical ideas and makes connections with, and generalisations about, existing knowledge and understanding.*

### **Number**

- NS 1 Operations with Whole Numbers Recognises the properties of special groups of whole numbers and applies a range of strategies to aid computation*
- NS 2 Integers Compares, orders and calculates with integers*
- NS 3 Fractions, Decimals and Percentages Operates with fractions, decimals, percentages, ratios and rates*
- NS 4 Probability Solves probability problems involving simple events*

### **Algebra**

- PA 1 Algebraic Techniques Uses letters to represent numbers and translates between words and algebraic symbols*
- PA 2 Number Patterns Creates, records, analyses and generalises number patterns using words and algebraic symbols in a variety of ways*
- PA 3 Algebraic Techniques Uses the algebraic symbol system to simplify, expand and factorise simple algebraic expressions*
- PA 4 Uses algebraic techniques to solve linear equations and simple inequalities*
- PA 5 Linear Relationships Graphs and interprets linear relationships on the number plane*

<b>Data</b>		
<i>D 1</i>	<i>Data Representation</i>	<i>Constructs, reads and interprets graphs, tables, charts and statistical information</i>
<i>D 2</i>	<i>Data Analysis and Evaluation</i>	<i>Collects statistical data using either a census or a sample, and analyses data using measures of location and range</i>
<b>Measurement</b>		
<i>M 1</i>	<i>Length</i>	<i>Selects and uses the appropriate unit to measure lengths and distances.</i>
<i>M 2</i>	<i>Perimeter and Area</i>	<i>Uses formulae in calculating perimeter and area of figures composed of squares, rectangles and triangles</i>
<i>M 3</i>	<i>Surface Area and Volume</i>	<i>Calculates surface area of rectangular and triangular prisms and volume of right prisms and cylinders</i>
<i>M 4</i>	<i>Mass</i>	<i>Selects and uses the appropriate unit and measuring device to find the mass of an object</i>
<i>M 5</i>	<i>Time</i>	<i>Uses 24 hr time and am and pm notation in real-life situations and constructs timelines. Performs calculations of time that involve mixed units</i>
<b>Space &amp; Geometry</b>		
<i>SG 1</i>	<i>Properties of 2D Shapes</i>	<i>Classifies, compares, sketches and names 2D shapes and describes their features and their side and angle properties.</i>
<i>SG 2</i>	<i>Properties of Solids</i>	<i>Describes and sketches three-dimensional solids including polyhedra, and classifies them in terms of their properties</i>
<i>SG 3</i>	<i>Angles</i>	<i>Identifies, measures, constructs, classifies and names angles formed by the intersection of straight lines, including those related to transversals on sets of parallel lines, and makes use of the relationships between them</i>
<i>SG 4</i>	<i>Properties of Geometrical Figures</i>	<i>Classifies, constructs, and determines the properties of triangles and quadrilaterals</i>
<i>SG 5</i>		<i>Identifies congruent and similar two-dimensional figures stating the relevant conditions</i>



**YEAR 7**

**MATHEMATICS - 2009** *Internal Assessment Program, Kingswood High School*

**COMMON TASKS ACROSS THE YEAR**

COMPONENTS	WEIGHT	SEMESTER 1				SEMESTER 2			
		TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	TASK 7	TASK 8
		Space & Geometry 1	Whole Numbers	Integers	Half Yearly Exams	Space & Geometry 2	Fractions	Decimals & Percentages	Yearly Examination
Knowledge, Skills and Understanding	75	15	15	15	30	15	15	15	30
Working Mathematically	25	5	5	5	10	5	5	5	10
<b>TOTAL</b>	<b>100%/Semester</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>40%</b>
<b>OUTCOMES ASSESSED</b>		SG1, SG3, WM2 → WM5	NS1, WM2, WM4	NS2, WM2, WM3	All previous + PA1, PA2,	SG2, WM3, WM4	NS3, WM3, WM4	NS3, WM2, WM4	All previous + SG3, M1, M2

**CLASS BASED ASSESSMENT – SEMESTER 1 and SEMESTER 2**

COMPONENTS	WEIGHT	TASK 1	TASK 2	TASK 3	TASK 4
		Class Tasks	Bookmark	Homework	Participation
Knowledge, Skills and Understanding	45	45			
Working Mathematically	15	15			
Work Completion and Commitment to Work	40		20	10	10
<b>TOTAL</b>	<b>100%</b>	60%	20%	10%	10%

**EXPLANATIONS**

Half-Yearly Exam  
Yearly Exam

Class Tasks  
Bookmark  
Participation

- All Semester 1 Topics – Patterns & Algebra has greater weighting.
- 25% based on Semester 1 outcomes, 75% on semester 2 outcomes. Topics on Length, Area, Space & Geometry to have greater weighting.
- Tasks given to class by class teacher eg. Tests, practical tasks, assignments.
- An assessment of coursework completed, presentation and organisation.
- Involvement & contribution to class discussions, positive social interaction, ability to work independently and in teams, general enthusiasm.

## **SCIENCE STAGE 4 OUTCOMES**

### ***Prescribed Focus Areas Outcomes***

- 4.1 *identifies historical examples of how scientific knowledge has changed people's understanding of the world*
- 4.2 *uses examples to illustrate how models, theories and laws contribute to an understanding of phenomena*
- 4.3 *identifies areas of everyday life that have been affected by scientific developments*
- 4.4 *identifies choices made by people with regard to scientific developments*
- 4.5 *describes areas of current scientific research*

### ***Knowledge and Understanding Outcomes***

- 4.6 *identifies and describes energy changes and the action of forces in common situations*
- 4.7 *describes observed properties of substances using scientific models and theories*
- 4.8 *describes features of living things*
- 4.9 *describes the dynamic structure of Earth and its relationship to other parts of our solar system and the universe*
- 4.10 *identifies factors affecting survival of organisms in an ecosystem*
- 4.11 *identifies where resources are found, and describes ways in which they are used by humans*
- 4.12 *identifies, using examples, common simple devices and explains why they are used*

### ***Skills Outcomes***

- 4.13 *clarifies the purpose of an investigation and, with guidance, produces a plan to investigate a problem*
- 4.14 *follows a sequence of instructions to undertake a first-hand investigation*
- 4.15 *uses given criteria to gather first-hand data*
- 4.16 *accesses information from identified secondary sources*
- 4.17 *evaluates the relevance of data and information*
- 4.18 *with guidance, presents information to an audience to achieve a particular purpose*
- 4.19 *draws conclusions based on information available*
- 4.20 *uses an identified strategy to solve problems*
- 4.21 *uses creativity and imagination to suggest plausible solutions to familiar problems*
- 4.22 *undertakes a variety of individual and team tasks with guidance*



## SCIENCE - 2009 *Internal Assessment Program, Kingswood High School*

OUTCOMES	COMPONENTS	WEIGHT	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Assignments	Topic Tests	Skill/ Processes	Half Year Exam	Yearly Exam
			Term 1 Wk 8 &	End of each Topic	Term 3 Wk 9	Term 2 Wk 6	Term 4 Wk 5
4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12	Knowledge And Scientific Concepts	30%		10		10	10
4.13, 4.14, 4.15, 4.16, 4.17	Practical and Investigating Skills	30%			10	10	10
4.19, 4.20, 4.21, 4.22	Developing scientific thinking and problem solving techniques	20%	5	5	5		5
4.18	Communication and Expression	20%	10	5			5
<b>TOTAL</b>		<b>100%</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>	<b>20%</b>	<b>30%</b>

## HSIE STAGE 4 OUTCOMES

Students will study one semester of History and one semester of Geography in Year 7. The outcomes and the assessment tasks are the same for the individual subjects for both semesters. Only the timing of these tasks is different

### HISTORY

- 4.1 *Describes and explains the nature of history, the main features of past societies and periods and their legacy.*
- 4.2 *Describes the significant features of Aboriginal and indigenous cultures, prior to colonisation*
- 4.3 *Explains the ways indigenous and non-indigenous peoples of the world have responded to contact with each other.*
- 4.4 *Identifies major periods of historical time and sequences people and events within specific periods of time.*
- 4.5 *Identifies the meaning, purpose and context of historical sources.*
- 4.6 *Draws conclusions about the usefulness of sources as evidence in an inquiry.*
- 4.7 *Identifies different contexts, perspectives and interpretations of the past.*
- 4.8 *Locates, selects and organises relevant information from a number of sources, including ICT, to conduct basic historical research.*
- 4.9 *Uses historical terms and concepts in appropriate contexts.*
- 4.10 *Selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past.*



### HISTORY - 2009 Internal Assessment Program, Kingswood High School

OUTCOMES	COMPONENTS	WEIGHT	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Change over Time	Source Study	Empathy Task	Option	Topic Tests
			Term 1 Wk 6-8 Or Term 3 Wk 6-8	Term 1 Wk 9 Or Term 3 Wk 9	Term 1 Wk 3-4 Or Term 3 Wk 3-4	Term 2 Wk 5-7 Or Term 4 Wk 3-5	Term 1 Wk 9 Or Term 4 Wk 6
4.1, 4.2, 4.3	Knowledge and understanding	25%	2.5%		7.5%	5%	10%
4.4, 4.5, 4.6, 4.7, 4.8	Process of historical inquiry	45%	10%	20%		10%	5%
4.9, 4.10	Communication of understanding of history	30%	7.5%		7.5%	10%	5%
TOTAL		<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>15%</b>	<b>25%</b>	<b>20%</b>

## GEOGRAPHY

- 4.1 *Identifies and gathers geographical information*
- 4.2 *Organises and interprets geographical information*
- 4.3 *Uses a range of written, oral and graphic forms to communicate geographical information*
- 4.4 *Uses a range of geographical tools*
- 4.5 *Demonstrates a sense of place about environments outside Australia*
- 4.6 *Describes the geographical processes that form and transform environments*
- 4.7 *Identifies and discusses geographical issues from a range of perspectives*
- 4.8 *Describes the interrelationships between people and environments*
- 4.9 *Describes differences in life opportunities throughout the world in terms of social, cultural, economic and physical environments.*
- 4.10 *Explains how geographical knowledge, understanding and skills combine with knowledge of civics to contribute to informed citizenship.*



### GEOGRAPHY - 2009 Internal Assessment Program, Kingswood High School

OUTCOMES	COMPONENTS	WEIGHT	TASK 1	TASK 2	TASK 3	TASK 4
			Class Activities	Topic Tests	Research Task	Semester Exam
			Ongoing	Term 1 Wk 6 Or Term 3 Wk 7	Term 1 Wk 8 Or Term 3 Wk 8	Term 2 Wk 6 Or Term 3 Wk 4
4.5, 4.6, 4.7, 4.8, 4.9, 4.10	Knowledge & Understanding	50%	10%	10%	10%	20%
4.1, 4.2, 4.3, 4.4	Skills	50%	10%	10%	10%	20%
<b>TOTAL</b>		<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>40%</b>

## **INFORMATION & COMMUNICATION TECHNOLOGY STAGE 4 OUTCOMES**

Students study one semester of Information & Communication Technology in Year 7

- 4.1.1 *recognises and uses software programs that are suitable for specific tasks*
- 4.1.2 *identifies and demonstrates appropriate use of a range of hardware*
- 4.2.1 *identifies and uses problem-solving processes when creating solutions*
- 4.2.2 *designs, produces and evaluates appropriate solutions to a range of problems*
- 4.2.3 *justifies decisions made when creating information and software technology solutions*
- 4.3.1 *uses ethical practices when dealing with information and software technology*
- 4.3.2 *describes ethical practices used when dealing with data and information*
- 4.4.1 *describes a range of past, current and emerging information and software technologies*
- 4.5.1 *identifies the benefits of collaborative work practices when completing a task*
- 4.5.2 *documents ideas and solutions for targeted audiences*
- 4.5.3 *identifies key roles and responsibilities of people in the field of information and software technology*



**INFORMATION & COMMUNICATION TECHNOLOGY – 2009**  
*Internal Assessment Program, Kingswood High School*

OUTCOMES	COMPONENTS	WEIGHT	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6
			Word Processing	Spreadsheets	Multi-media	Internet	Data Bases	Technology
			Term 1 Wk 4	Term 1 Wk 8	Term 2 Wk 1	Term 2 Wk 4	Term 2 Wk 6	Term 2 Wk 9
4.1.1, 4.1.2,	Knowledge and Understanding	25%	5%	5%	5%	5%	5%	
4.2.1, 4.2.2, 4.2.3	Problem Solving & Critical thinking	30%	5%	5%	5%	5%	5%	5%
4.3.1, 4.3.2	Responsible and Ethical Practices	15%	5%			5%		5%
4.4.1	Past, Current & Emerging technologies	15%	2%	2%	2%	2%	2%	5%
4.5.1, 4.5.2, 4.5.3	Communication / Collaborative work	15%	3%	3%	3%	3%	3%	3%
<b>TOTAL</b>		<b>100%</b>	<b>20%</b>	<b>15%</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>	<b>15%</b>

## **PERSONAL DEVELOPMENT, HEALTH, PHYSICAL EDUCATION STAGE 4 OUTCOMES**

### ***Strand 1: Self and relationships***

Objective: *enhance their sense of self, improve their capacity to manage challenging circumstances and develop caring and respectful relationships*

- 4.1** *describes and analyses the influences on a sense of self*
- 4.2** *identifies and selects strategies that enhance their ability to cope and feel supported*
- 4.3** *describes the qualities of positive relationships and strategies to address the abuse of power*

### ***Strand 2: Movement skill and performance***

Objective: *move with confidence and competence, and contribute to the satisfying and skilled performance of others*

- 4.4** *demonstrates and refines movement skills in a range of contexts and environments*
- 4.5** *combines the features and elements of movement composition to perform in a range of contexts and environments*

### ***Strand 3: Individual and community health***

Objective: *take actions to protect, promote and restore individual and community health*

- 4.6** *describes the nature of health and analyses how health issues may impact on young people*
- 4.7** *identifies the consequences of risk behaviours and describes strategies to minimise harm*
- 4.8** *describes how to access and assess health information, products and services*

### ***Strand 4: Lifelong physical activity***

Objective: *participate in and promote enjoyable lifelong physical activity*

- 4.9** *describes the benefits of a balanced lifestyle and participation in physical activity*
- 4.10** *explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity*



**PERSONAL DEVELOPMENT, HEALTH, PHYSICAL EDUCATION - 2009** *Internal Assessment Program,*  
*Kingswood High School*

<b>OUTCOMES</b>	<b>COMPONENTS</b>	<b>WEIGHT</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TASK 5</b>	<b>TASK 6</b>
			Support Network Cards	Half Yearly Examination	Practical Dance	Fitness Program	Yearly Examination	Practical games Unit
			Term 1, Wk 4	Term 2, Wk ?	Term 3, Wk 5	Term 3, Wk 10	Term 4, Wk 5	Ongoing
4.1, 4.2, 4.3	Self and relationships	<b>15</b>	10	5				5
4.4, 4.5	Movement skill and performance	<b>50</b>		5	20	5		15
4.6, 4.7	Individual and community health	<b>15</b>					10	5
4.10	Lifelong physical activity	<b>20</b>				5	10	5
<b>TOTAL</b>		<b>100%</b>	<b>10%</b>	<b>10%</b>	<b>20%</b>	<b>10%</b>	<b>20%</b>	<b>30%</b>

## TECHNOLOGY (Mandatory) STAGE 4 OUTCOMES

Year 7 students will study one elective area within the general area of Technology. The general outcomes for technology are as follows, however depending on the elective selected specific areas of focus will differ.

- 4.1.1 *applies design processes that respond to needs and opportunities in each design project*
- 4.1.2 *describes factors influencing design in the areas of study of Built Environments, Products, and Information and Communications*
- 4.1.3 *identifies the roles of designers and their contribution to the improvement of the quality of life*
- 4.2.1 *generates and communicates creative design ideas and solutions*
- 4.2.2 *selects, analyses, presents and applies research and experimentation from a variety of sources*
- 4.3.1 *applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects*
- 4.3.2 *demonstrates responsible and safe use of a range of tools, materials and techniques in each design project*
- 4.4.1 *explains the impact of innovation and emerging technologies on society and the environment*
- 4.5.1 *applies management processes to successfully complete design projects*
- 4.5.2 *produces quality solutions that respond to identified needs and opportunities in each design project*
- 4.6.1 *applies appropriate evaluation techniques throughout each design project*
- 4.6.2 *identifies and explains ethical, social, environmental and sustainability considerations related to design projects*



### TECHNOLOGY (Mandatory) - 2009 Internal Assessment Program, Kingswood High School

OUTCOMES	COMPONENTS	WEIGHT	TASK 1	TASK 2	TASK 3
			Designer Research	Production of Practical Object	Portfolio
			Term 1, Wk 8	Term 2, Wk 6	Term 2, Wk 8
4.4.1, 4.5.1, 4.5.2, 4.6.1	Knowledge & Understanding	30%	10		20
4.1.1, 4.1.2, 4.1.3, 4.3.1, 4.3.2	Problem solving & Design	20%		10	10
4.2.1, 4.2.2, 4.6.2	Research Skills	20%	10		10
4.6.1, 4.6.2	Practical Skills	30%		30	
<b>TOTAL</b>		<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>

## LANGUAGE STAGE 4 OUTCOMES

- 4.1 Demonstrates knowledge of vocabulary
- 4.2 Comprehends and responds to simple questions and instructions
- 4.3 Comprehends main ideas and supporting details in spoken language
- 4.4 Comprehends main ideas and supporting details in written language
- 4.5 Communicates effectively through spoken language
- 4.6 Communicates effectively through written language
- 4.7 Understands the grammatical features of the language
- 4.8 Understands the interdependence of language and culture



### LANGUAGE –2009 Internal Assessment Program, Kingswood High School

OUTCOMES	COMPONENTS	WEIGHT	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Class Work	Topic Tests	Assignments	Half Yearly Examination	Yearly Examination
			Ongoing	Ongoing	End of each term	Term 2 Wk 4	Term 4 Wk 4
4.1, 4.2, 4.4, 4.6, 4.7	Reading	20%	2.5%	5%		5%	7.5%
4.1, 4.2, 4.6, 4.7	Writing	20%	2.5%	5%		5%	7.5%
4.1, 4.2, 4.3, 4.7	Listening	20%	2.5%	5%		5%	7.5%
4.1, 4.2, 4.3, 4.5, 4.7	Speaking	20%	2.5%	5%		5%	7.5%
4.7, 4.8	Culture	20%			20%		
<b>TOTAL</b>		<b>100%</b>	<b>10%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>

## VISUAL ARTS STAGE 4 OUTCOMES

### Artmaking

Students will develop knowledge, understanding and skills to **make artworks** informed by their understanding of practice, the conceptual framework and the frames.

- |     |  |  |
|-----|--|--|
| 4.1 | <b>Practice</b>                        | <i>Uses a range of strategies to explore different artmaking conventions and procedures to make artworks</i>         |
| 4.2 | <b>Conceptual framework</b>            | <i>Explores the function of and relationships between artist – artwork – world – audience</i>                        |
| 4.3 | <b>Frames</b>                          | <i>Makes artworks that involve some understanding of the frames</i>  |
| 4.4 | <b>Representation</b>                  | <i>Recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts</i> |
| 4.5 | <b>Conceptual strength and meaning</b> | <i>Investigates ways to develop meaning in their artworks</i>  |
| 4.6 | <b>Resolution</b>                      | <i>Selects different materials and techniques to make artworks</i>   |

### Critical and historical studies

Students will develop knowledge, understanding and skills to **critically and historically interpret art** informed by their understanding of practice, the conceptual framework and the frames.

- |      |                             |   |
|------|-----------------------------|---|
| 4.7  | <b>Practice</b>             | <i>Explores aspects of practice in critical and historical interpretations of art</i>             |
| 4.8  | <b>Conceptual framework</b> | <i>Explores the function of and relationships between the artist – artwork – world – audience</i> |
| 4.9  | <b>Frames</b>               | <i>Begins to acknowledge that art can be interpreted from different points of view</i>            |
| 4.10 | <b>Representation</b>       | <i>Recognises that art criticism and art history construct meanings</i>                           |

### Values and Attitudes Outcomes

Students demonstrate a developing confidence in engaging in the practice of art making, and critical and historical studies.

Students value the different ways that artworks can be made and interpreted.



## VISUAL ARTS - 2009 *Internal Assessment Program, Kingswood High School*

OUTCOMES	COMPONENTS	WEIGHT	TASK 1	TASK 2	TASK 3	TASK 4
			Semester 1 Practical Tasks	Research Assignment 1	Semester 2 Practical Tasks	Research Assignment 2
			ongoing	Term 2 Week ?	ongoing	Term 4 Week 2
4.1, 4.2, 4.3, 4.4, 4.5, 4.6	Art making	70%	35%		35%	
4.7, 4.8, 4.9, 4.10	Critical and Historical Studies in Art	30%		15%		15%
<b>TOTAL</b>		<b>100%</b>	<b>35%</b>	<b>15%</b>	<b>35%</b>	<b>15%</b>