



Kandos
HIGH SCHOOL

Year 7



Assessment Schedule 2024



NSW
GOVERNMENT | Education

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COURSE REQUIREMENTS

Over the four years covering Years 7 to 10, you need to have studied the following courses:

English - studied substantially in each of Years 7 - 10 with 400 hours to be completed by the end of Year 10.

Mathematics - studied substantially in each of Years 7 - 10 with 400 hours to be completed by the end of Year 10.

Science - studied substantially in each of Years 7 - 10 with 400 hours to be completed by the end of Year 10.

Human Society and Its Environment - studied substantially in each of Years 7 - 10 with 400 hours to be completed by the end of Year 10. Included in this requirement is the study of 100 hours each of History and Geography in Years 7 - 8 and 100 hours each of Australian History and Australian Geography in Years 9 - 10.

Creative Arts - studied for 200 hours and comprising 100 hours in each of Visual Arts and Music.

Technological and Applied Studies - studied for 200 hours and consisting of the Technology Mandatory course.

Personal Development, Health and Physical Education - studied in each of Years 7 - 10 with 300 hours to be completed by the end of Year 10.

Languages - studied for at least 100 hours, to be completed in one language over one continuous 12 month period between Years 7 and 10 but preferably in Years 7 or 8.

If you think you will not meet these requirements by the end of Year 10, you should speak to your Year 10 coordinator or your principal.

ATTENDANCE

Absence during the year

Principals may grant students leave for legitimate reasons such as illness, physical injury or medical procedures. If leave has been granted during the year, there will be no effect on course completion requirements provided that you have completed assignments during the period of absence or have been able to catch up on missed work on your return to school.

If absence is prolonged and work is not possible during the period, it may be deemed that it is not feasible to make up the work during the year.

Any extensive period of unexplained absence may result in non-completion of a course(s) and may impact on your eligibility for the completion of Year 10 course(s).

EXAM PROCEDURES Stage 4

Equipment: It is your responsibility to ensure that you have the correct equipment for each exam.

Items you may bring to exams:

- Pens
- Pencils
- Highlighters
- Ruler
- Sharpener
- Eraser
- Calculator

Items you must not bring to exams

- Mobile phone. Your phone must be switched off and left in your bag.
- Other electronic devices, e.g.: smart watch, organiser, tablet, iPad, iPod, earphones, pagers
- Liquid paper

Communication

- *Under no circumstances* is it acceptable for you to communicate with other students during an exam. This includes speaking, making eye-contact, hand gestures, notes or noises designed to attract attention.
- If you have an urgent need to speak to somebody, raise your hand, wait for the supervisor to come to you and consult with them quietly.
- If you attempt to communicate with other students during an exam it will be considered exam misconduct and penalties will apply.

Exam Misconduct

- A breach of the above conditions will be considered misconduct and the supervisor will speak to you and/or record the misconduct.
- The supervisor shall note any misconduct during exams and this will be passed onto the Head Teacher of the subject. The HT will make a determination about the penalty that will be applied.

This may include a deduction of marks or a mark of Zero.

ASSESSMENT TASK NOTIFICATION

What do I need to know about an Assessment Task?

Students will be informed, *in writing*, of the set dates and details of each assessment task, *at least one week* prior to the task due date.

When a student returns to school from any absence, it is *the student's responsibility* to enquire about any work set during the absence.

If this set work includes assessment task information, the student must approach any teachers concerned, to ensure that the correct information is received, to discuss any necessary re-arrangements to the scheduling of each task and to complete a form requesting an Application for Extension (Appendix 2).

What if I don't complete an assessment task?

All students are expected to undertake all assessment tasks set to meet course requirements.

Where a candidate fails to submit an assessment task specified in the Assessment Program, they might request consideration for Illness/Misadventure (Appendix 3). This form is to be completed and handed to your subject teacher who will discuss an appropriate course of action with their Head Teacher. The teacher will advise the outcome on the same form. If the Subject Teacher considers the student has a valid reason, e.g. illness or approved leave, then a mark will be awarded based on late submission or a substitute task. In exceptional circumstances, e.g. where the completion of a substitute task is not feasible or unreasonable, or where the missed task is difficult to duplicate, the Subject Teacher and Head Teacher will authorise the use of an estimate based on other appropriate evidence.

Where a candidate fails to complete an assessment task,

15% deduction per day and a zero after three days **MUST** be recorded for that task.

An extension may be granted in genuine cases of illness or misadventure.

To be considered, an application for extension must be requested in writing before the due date.

Hand in your assessment task even if it is late.

A student who does not complete tasks to the value of 50% of the assessment tasks in a course may not be certified as satisfactory in that course and may not be eligible for a Record of School Achievement.

What if I know I will be absent on the day of an assessment task or cannot complete a task by its due date?

Students *must* complete an Application for Extension form (Appendix 2) if applying *BEFORE* the due date *OR* an Illness/Misadventure form (Appendix 3) if applying *AFTER* the due date. These forms are to be completed and handed to your subject teacher.

RECORD OF SCHOOL ACHIEVEMENT GRADES

Grade	General Performance Descriptors
A	The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the course content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

LIFE SKILLS

Life Skills courses recognise that post-compulsory years of schooling should cater for all students who choose to participate.

NSW Education Standards Authority (NESA) has developed Life Skills courses in each broad area of learning that can be used to satisfy the mandatory curriculum requirements for the award of the RoSA.

- If students undertake one or more courses based on Life Skills outcomes and content, they will receive a Profile of Student Achievement. The profile will outline the Life Skills outcomes they have achieved in each course
- The Profile of Student Achievement will be printed and issued by the NSW Education Standards Authority (NESA) to students at the same time as their RoSA (or if ineligible for the RoSA, with the Transcript of Study). Students can also access a record of outcomes achieved via *Students Online*
- Life Skills outcomes will be shown on the profile as:
 - Achieved – for outcomes the student has achieved independently
 - Achieved with support – for outcomes that have been achieved with additional support

STUDY EXPECTATIONS

At Kandos High School we recommend that our students should be completing at least 20-30 mins of home study per subject daily prior to assessment and exam periods.

SENTRAL PARENT AND STUDENT PORTAL

Our school has undertaken a new initiative, the student and parent portal, to provide both parents and students information about each student's timetable and attendance.

Please log on to the internet to access our Parent Portal here:

<https://kandoshs.sentral.com.au/portal/>

PARENT/TEACHER INTERVIEWS

At Kandos High School, our main Parent/Teacher evening is held within the first three weeks of Term 3. This is a chance to meet with your child's teachers and discuss their progress along with ways to assist your child at home. It is, however, advisable that you book in to see your child's teachers using the Sentral booking sheet through the Parent Portal. Parents will be notified when the booking sheet is available.

Parents who have concerns prior to or after this event are encouraged to contact either their students' Year Advisor or Teacher/s directly so that measures can be taken to alleviate these concerns.

ENGLISH

Course Content

In Year 7 English, students will develop an awareness of how an engaging writing voice can be used to effectively communicate ideas that are important to young people. Students will learn how to compose with an awareness of audience, purpose and context in order to have a powerful impact on their audience.

They will have the opportunity to explore and engage with a range of visual texts such as film, news media reports, websites, advertising, music videos and picture books. By examining and experimenting with the codes and conventions of these forms, students will develop their understanding of visual literacy.

Students will explore the worlds created within quality prose fiction to expand their personal responses and experiences of reading. They will investigate how emotional and intellectual responses to an author's use of narrative, genre and characterisation shape understanding of worlds of fiction and connections to the wider world. They will then express their understanding both creatively and analytically.

Throughout the year, Year 7 will also undertake a program of self-selected wide reading and explore a wide range of writing styles for varied audiences and contexts in order to deepen their appreciation of the power and art of English. As well, students will apply this understanding the creation of their own written texts, taking influence from their own personalised reading

Topic	Task	Textual Concept	Due	Outcomes
Powerful Youth Voices Poetry	Digital Anthology	Representation	Term 1 Week 9	EN4-RVL-01, EN4-URB-01, EN4-ECA-01, EN4-ECB-01
Seeing through a text Film	Multimodal report	Connotation, Imagery & Symbolism	Term 2 Week 8	EN4-RVL-01, EN4-URA-01 EN4-URB-01, EN4-ECA-01 EN4-ECB-01
Speak the Speech Drama	Speech	Theme	Term 3 Week 8	EN4-RVL-01, EN4-URB-01 EN4-URC-01, EN4-ECA-01 EN4-ECB-01
Escape into the World of the Novel - Novel	Portfolio of Classwork	Narrative	Term 4 Week 5	EN4-RVL-01, EN4-URA-01 EN4-URC-01, EN4-ECA-01

Outcomes A student:

EN4-RVL-01	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	EN4-URA-01 analyses how meaning is created through the use of and response to language forms, features and structures
EN4-URB-01	EN4-URB-01 examines and explains how texts represent ideas, experiences and values
EN4-URC-01	EN4-URC-01 identifies and explains ways of valuing texts and the connections between them
EN4-ECA-01	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	EN4-ECB-01 uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

HSIE: History & Geography

Course Content

HISTORY: Students will study the following topics in Year 7 History in 2024

- Topic 1: Investigating the Ancient Past
- Topic 2: The Mediterranean World
- Topic 3: The Asian World

GEOGRAPHY: Students will study the following topics in Year 7 Geography in 2024

- Topic 1: Landscapes and Landforms
- Topic 2: Place and Liveability

Topic	Task	Weight %	Due	Outcomes
HISTORY: Investigating the Ancient Past	Booklet	25%	Term 1 Week 7	HT4-1, HT4-5, HT4-6, HT4-9
HISTORY: The Mediterranean World	Construction & Report	25%	Term 2 Week 8	HT4-1, HT4-8, HT4-9, HT4-10
GEOGRAPHY: Landscapes & Landforms	ALARM Response	25%	Term 3 Week 6	GE4-2, GE4-4, GE4-5, GE4-8
GEOGRAPHY: Place & Liveability	Fieldwork & Sketch Map	25%	Term 4 Week 2	GE4-1, GE4-2, GE4-3, GE4-6

History Outcomes A 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

Geography Outcomes A student:

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

ICT: Information & Communication Technology

Course Content

Computational thinking is the thought processes involved in formulating a problem and expressing its solution(s) in such a way that a computer – human or machine – can effectively carry out.

The Digital Careers organisation says that students need experience and skills in computational thinking and computer programming (coding) to be successful in their future careers.

In response to the need for a higher level of literacy around computer programming (coding) that this will create, the Federal Government has initiated an increased focus on science, technology, engineering, and mathematics (STEM) and on innovation in Australian schools. This will provide students with the coding and computational thinking skills essential for their future careers.

Not all resources and activities learnt in this course refer to coding explicitly. Still, they aim to develop algorithmic and computational thinking skills to enable students and teachers to reach a coding goal efficiently.

Topics

Excel at Coding, Dashboard Task, ICT Terms, Sphero Balls

Topic	Task	Weight %	Due	Outcomes
Excel at Coding	Skills in using Excel, Work Booklet	50%	Term 2 Week 4	TE4-2DP, TE4-4DP, TE4-7DI
Dashboard Task	Creating a dashboard using Excel	20%	Term 3 Week 2	TE4-1DP, TE4-2DP, TE4-4DP
Sphero Balls	Writing and manipulating code	30%	Term 4 Week 2	TE4-1DP, TE4-2DP, TE4-4DP

Outcomes A student:

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

TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language

TE4-7DI explains how data is represented in digital systems and transmitted in networks

LOTE: Language other than English - Indonesian

Course Content

Learning a language provides students with an opportunity to communicate and engage with the world and its people. Students learn the target language by developing and applying their knowledge of the language and culture(s). Studying a language enhances communication with speakers of the target language and equips learners with intercultural capability. They engage with the linguistic and cultural diversity of the world and develop respect, openness and empathy.

Students explore the target language and culture(s) and their own heritage, language(s) and culture(s). This enriches a student's understanding of themselves and their sense of belonging as they are exposed to new ways of seeing their own identity and culture(s). Students are invited to consider the perspectives of others and the world beyond themselves, contributing to their own social and emotional development. Learning a language provides students with opportunities to engage socially, culturally and economically in the community. They develop a deeper understanding of their place in the world and the importance of global citizenship.

Learning a language improves literacy outcomes in first and additional languages and it also increases metalinguistic awareness. Learning languages strengthens collaborative and problem-solving skills, and enhances reflective, critical and creative thinking.

The communicative, intercultural and intellectual benefits of language learning reach beyond the individual. Proficiency in languages is a resource that serves communities and supports and promotes social cohesion within Australia. It strengthens intercultural capability, and enables students to exchange and negotiate meaning within and across languages and cultures, both locally and globally. Students develop their communicative competence and ability to use the target language in real situations and see language learning as offering valuable skills for life.

Topics

Interacting, Understanding Texts, Creating Texts.

Topic	Task	Weight %	Due	Outcomes
Interacting	Interacting Work Booklet	30%	Term 1 Week 10	ML4-INT-01
Understanding Texts	Understanding Texts Work Booklet	35%	Term 2 Week 10	ML4-UND-01
Creating Texts	Creating Texts Work Booklet	35%	Term 3 Week 10	ML4-CRT-01

Outcomes A student:

ML4-INT-01	ML4-INT-01 exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
ML4-UND-01	ML4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding
ML4-CRT-01	ML4-CRT-01 creates a range of texts for familiar communicative purposes by using culturally appropriate language

MATHEMATICS

Focus Areas

During Year 7, the students will investigate the following:

- Computation of Integers
- Fractions, Decimals and Percentages
- Algebraic Techniques
- Indices
- Equations
- Area and Surface Area
- Angle Relationships
- Data Classification and Visualisation

Half-Yearly and Yearly exams could contain some content from all focus areas. Working Mathematically will be incorporated into all assessments.

Topic	Task	Weight %	Due	Outcomes
Computation with Integers, Understanding Fractions and Decimals and Algebraic Techniques	End of Topic Quiz	25%	Throughout	MA4-INT-C-01, MA4-FRC-C-01, MA4-ALG-C-01
All Topics-Semester 1	Half-Yearly Examination	20%	Term 2 Week 4	All Outcomes
Equations, Indices and Perimeter of Plane Shapes	End of Topic	25%	Throughout	MA4-EQU-C-01, MA4-IND-C-01, MA4-LEN-C-01
All Topics- Semester 2	Yearly Examination	30%	Term 4 Week 4/5	All Outcomes

Outcomes A student

MA4-INT-C-01	compares, orders and calculates with integers to solve problems
MA4-FRC-C-01	represents and operates with fractions, decimals and percentages to solve problems
MA4-ALG-C-01	generalises number properties to operate with algebraic expressions including expansion and factorisation
MA4-IND-C-01	operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws
MA4-EQU-C-01	solves linear equations of up to 2 steps and quadratic equations of the form $ax^2 = c$
MA4-LEN-C-01	applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems
MA4-ARE-C-01	applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems
MA4-ANG-C-01	applies angle relationships to solve problems, including those related to transversals on sets of parallel lines
MA4-DAT-C-01	classifies and displays data using a variety of graphical representations
MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly

MUSIC

Course Content

All students should have the opportunity to develop their musical abilities and potential. As an art form, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences.

While students will develop knowledge and skills in each of the individual areas of performing, composing and listening, the integration of experiences in these areas enhances the understanding and manipulation of the concepts of music in differing musical contexts.

Topics

Australian Music, Guitar, Animation and Music, Keyboard, World Music

Topic	Task	Weight %	Due	Outcomes
Australian Music	Composing	25%	Term 1 Week 8	4.4, 4.6
Guitar	Performing	25%	Term 2 Week 4	4.1, 4.2
World Music	Musicology/Aural	25%	Term 3 Week 9	4.7, 4.8
Keyboard	Performing	25%	Term 3 Week 9	4.1, 4.2

Outcomes A student:

- 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, organising, 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

PDHPE: Personal Development, Health & Physical Education

Course Content

The Personal Development, Health & Physical Education (PDHPE) course provides students with opportunities to enhance their own and others' health, safety, wellbeing and participation in physical activity. Students develop self-management, interpersonal and movement skills to become empowered, self-confident and socially responsible citizens.

Students undertake a variety of topics covering material from three core content strands;

- Health, Wellbeing and Relationships
- Movement Skill and Performance
- Healthy, Safe and Active Lifestyles

Topic	Task	Weight %	Due	Outcomes
Adolescence and Change	Guide to Puberty	20%	Term 1 Week 9	4.1, 4.3, 4.6, 4.9, 4.10
Health Matters	Understanding Health Research Task	20%	Term 2 Week 6	4.1, 4.2, 4.6, 4.7, 4.8, 4.9
Respectful Relationships	Managing Relationships	20%	Term 3 Week 7	4.1, 4.3, 4.9, 4.10
Practical Assessment (10%per term)	<ul style="list-style-type: none"> • Participation • Skill/Techniques • Sportsmanship/Teamwork • Overall Improvement 	40%	Terms 1, 2, 3 & 4	4.4, 4.5, 4.8, 4.11

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.

SCIENCE

Course Content

Students in Stage 4 cover a range of topics to explore how scientists understand the world around us. They use scientific inquiry by actively using and applying the processes of Working Scientifically. This includes: identifying questions and problems that they can test or research scientifically; selecting and using appropriate strategies to generate creative plausible solutions to identified problems; planning and conducting a range of types of first-hand investigations; processing and analysing data and information from first-hand investigations and secondary sources to identify trends and draw conclusions; communicating their findings appropriately.

Content covered in Stage 4 Year 7 includes

- Beginning Science
- Chemical world
- Earth science
- Forces
- Living World

Topic	Task	Weight %	Due	Outcomes
Beginning Science	Practical/Skills Assessment	25%	Term 1 Week 8	SC4-5WS, SC4-6WS, SC4-9WS, SC4-16CW
Earth science	Brochure	25%	Term 2 Week 8	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-ES12
Forces	IRP	25%	Term 3 Week 8	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-PW10
All Topics	Yearly Examination	25%	Term 4 Week 4/5	All outcomes

Outcomes A student:

SC4-4WS	identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SC4-5WS	collaboratively and individually produces a plan to investigate questions and problems
SC4-6WS	follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
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
SC4-16CW	describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
SC4-17CW	explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life
SC4-PW10	describes the action of unbalanced forces in everyday situations
SC4-ES12	describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
SC4-ES13	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

TECHNOLOGY MANDATORY

Course Content

Technology Mandatory engages students in design and production activities as they develop solutions to identified needs and opportunities. Through the practical application of knowledge and understanding they learn about Agriculture and Food Technologies, Digital Technologies, Engineered Systems and Material Technologies.

Students develop knowledge and understanding of the four Technology contexts through the Design and Production of solutions to meet identified needs or opportunities.

Over two years of study students will rotate through a series of specialist areas. Each teacher for these areas will conduct practical lessons that will include assessable tasks during the time they are with that class. Assessment will primarily be based on the completion of practical tasks and design portfolios as well as nominated theory tasks that can include class bookwork, assignments and in class tests.

Topic	Task	Weight %	Due	Outcomes
Let's Play Games	Project & E Portfolio	25%	Term 1 Week 9	TE4-1DP TE4-2DP
Jobs of the future	Research Task	25%	Term 2 Week 8	TE4-10TS
Paddock to Plate	Project & E Portfolio	25%	Term 3 Week 9	TE4-5AG TE4-6FO
Made of Steel	Project & E Portfolio	25%	Term 4 Week 6	TE4-9MA TE4-8EN TE4-3DP

Outcomes A student:

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.

TE4-8EN explains how force, motion and energy are used in engineered systems.

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.

TE4-10TS explains how people in technology related professions contribute to society now and into the future.

Related Life Skills outcomes: TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-9EN, TELS-11TS

VISUAL ARTS

Course Content

Visual Arts has a significant role within the curriculum through providing learning opportunities designed to encourage students to understand the visual arts, including the different kinds of creative works they, and others, make. The aim of the Visual Arts course is to enable students to:

- develop and enjoy practical and conceptual autonomy in their abilities to represent ideas in the visual arts
- understand and value the different beliefs that affect meaning and significance.

Visual Arts fosters interest and enjoyment in the making, and studying, of art. Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds.

Topics

Elements of Art and Design
Principles of Art and Design
Modernism (Pop Art)
Portraiture

Topic	Task	Weight %	Due	Outcomes
Elements of Art and Design	1. Artmaking Task	20%	Term 1 Week 8	4.4, 4.5
Principles of Art and Design	2. Art History	30%	Term 2 Week 4	4.9, 4.10
Modernism (Pop Art)	3. Artwork	30%	Term 3 Week 7	4.3, 4.5
Portraiture	4. Art Criticism	20%	Term 4 Week 4	4.7, 4.8

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

ASSESSMENT FORMS

The following forms may be used by students to accompany requests or by teachers to advise students:

APPENDIX 1	Student to Teacher	COVER SHEET - This form should accompany every assessment task. STUDENT RECEIPT - Students should sign a notification sheet for every task handed in.
APPENDIX 2	Student to Teacher then to Head Teacher	APPLICATION FOR EXTENSION - This form should be completed by the student: <ol style="list-style-type: none"> 1) then handed to the course teacher. 2) the course teacher must send it to the Head Teacher. 3) both course teacher and Head Teacher should retain their copies.
APPENDIX 3	Student to Teacher then to Head Teacher	ILLNESS/MISADVENTURE FORM - This form must be completed if: <ol style="list-style-type: none"> 1) you know you will be absent from an assessment task with a valid reason 2) had an illness or misadventure that <u>prevented</u> you from or impacted your ability to complete an assessment task or examination.

ASSESSMENT TASK COVER SHEET

Appendix 1

Course _____

Student Name _____

School _____

Date Due _____

Assessment Title/Question _____

Number of Pages (Not including coversheet) _____

Date Handed In _____

Signature of Teacher

Result Grade _____
(Optional)

Rank _____

Comments _____

Marker's Signature _____

✂-----

KANDOS HIGH SCHOOL
RECEIPT OF AN ASSESSMENT TASK (Student's Copy)

Student's Name _____

Course _____

Teacher _____

Assessment Task received by _____

Signature _____

Date _____

Time _____

PLEASE NOTE:

***Students: Detach and keep this receipt for your own record of handing in an assessment task to a staff member other than your teacher.**

***Please ensure that you KEEP this RECEIPT for your own records.**

APPLICATION FOR EXTENSION

Name _____ School _____

Subject _____ Teacher _____

Assessment No _____

Title _____ Due _____

Reason For Application _____

(Note: appropriate evidence must accompany this application, e.g. Doctor's Certificate)

Signature _____
Student

Signature _____
Parent

INFORMATION FOR STUDENTS

1. Where a candidate fails to complete an assessment task, 15% deduction per day and a zero after three days MUST be recorded for that task.
2. An extension may be granted in genuine cases of illness or misadventure. To be considered, an application for extension must be requested in writing before the due date.
3. Hand in your assessment task even if it is late. A student who does not complete tasks to the value of 50% of the assessment tasks in a course may not be certified as satisfactory in that course and may not be eligible for a Record of School Achievement.

✂-----
Please complete the following. This slip will be returned to you by the subject teacher.

APPLICATION FOR EXTENSION

Name _____ School _____

Subject _____ Assessment Task _____

Extension Granted

Extension Denied

Reason _____

Signature _____
Teacher

Date

ILLNESS/MISADVENTURE FORM

FOR SCHOOL BASED ASSESSMENT TASKS, INCLUDING EXAMINATIONS

Name: _____

Date: _____

*This form must be submitted if you (1) know you will be absent from an assessment task with a valid reason or (2) had an illness or a misadventure that **prevented** you from doing the task or examination, or that **impacted** on your performance during the examination. This form must be submitted on the day or the first day you return to school to the Head Teacher of that subject (who will inform the Deputy Principal).*

I, _____ hereby apply on consideration of the following factor(s) which affected my performance in this assessment task.

- Only list the examinations/assessment tasks that you are appealing
- Do not list the examination/assessment tasks in which you were not affected by illness or misadventure

<input type="checkbox"/> Year 7	<input type="checkbox"/> Year 8	<input type="checkbox"/> Year 9
Assessment Task		Teacher:
Outline of Reason/s for misadventure/illness:		
Request and date for proposed completion (if applicable)		
Extension <input type="checkbox"/>	No Penalty for Lateness <input type="checkbox"/>	
Penalty <input type="checkbox"/>	Estimate to be used <input type="checkbox"/>	

Note: Documentary evidence from Parent/Doctor must be provided, except in exceptional circumstances.

Independent evidence of illness/misadventure:

- Doctor's Certificate supplied Yes/No
- Statutory Declaration by parent supplied Yes/No
- Covid-PCR Test Result (NSW Health) Yes/No

Statutory Declaration must include date of illness/incident, nature of incident (e.g. death of family member, car accident, etc.); all relevant details of the incident; and contact details of parent.

I consider that my examination/assessment task performance was affected by illness or unforeseen misadventure which occurred immediately before or during the examination/misadventure as set out in this form.

I declare that all the information I have supplied is true:

Student signature _____

Date _____

Parent signature _____

Date _____

Recommendation and Decision	
<input type="checkbox"/> Extension granted	<input type="checkbox"/> Penalty applied
<input type="checkbox"/> No penalty for lateness	<input type="checkbox"/> Estimate to be used
<input type="checkbox"/> Other _____	
Signatures _____ Head Teacher	_____ Class Teacher
Deputy Principal Signature _____	
<input type="checkbox"/> Head Teacher Informs student of Decision	Date _____
Signatures _____ Head Teacher	_____ Student

ASSESSMENT TASK CALENDAR

Schedule of Assessment Tasks for Year 7 2024											
Week	English	HSIE History/Geography	Information & Communication Technology (ICT)	LOTE	Mathematics	Music	PDHPE	Science	Technology Mandatory	Visual Arts	
Term 1 2024	1										
	2										
	3										
	4										
	5										
	6										
	7		Assessment task to be submitted								
	8						Assessment task to be submitted		Assessment task to be submitted		Assessment task to be submitted
	9	Assessment task to be submitted						Assessment task to be submitted		Assessment task to be submitted	
	10				Assessment task to be submitted						
	11										
Term 2 2024	1										
	2										
	3										
	4			Assessment task to be submitted		Assessment task to be submitted	Assessment task to be submitted			Assessment task to be submitted	
	5										
	6						Assessment task to be submitted				
	7										
	8	Assessment task to be submitted	Assessment task to be submitted						Assessment task to be submitted	Assessment task to be submitted	
	9										
	10				Assessment task to be submitted						
Term 3 2024	1										
	2			Assessment task to be submitted							
	3										
	4										
	5										
	6		Assessment task to be submitted								
	7						Assessment task to be submitted			Assessment task to be submitted	
	8	Assessment task to be submitted						Assessment task to be submitted			
	9						Assessment task to be submitted			Assessment task to be submitted	
	10				Assessment task to be submitted						
Term 4 2024	1										
	2		Assessment task to be submitted	Assessment task to be submitted							
	3	No Assessment to be given									
	4	Exam								In Class	
	5	In Class									
	6								Assessment task to be submitted		
	7										
	8										
	9										
	10										

Exam Assessment task to be submitted No Assessment to be given



NOTES
