



2021 Middle School
Years 7 and 8
CURRICULUM

2021 Middle School YEARS 7 and 8 CURRICULUM

From the Head and Deputy Head of Middle School

We endeavour to inspire a vibrant culture of learning so each student can strive towards their full potential – academically, socially, physically and emotionally.



Welcome to Middle School. This is the first step into Senior School (Years 7 to 12) at Central Coast Grammar School (CCGS). The Middle School responds to the needs of students aged between 11 and 15 years. This is a critical time in their life as they lay the foundations for their journey towards adulthood.

The Middle School develops student independence and confidence through engagement and rich learning experiences. Students are exposed to a broad range of educational opportunities and are encouraged to explore personal challenges within a caring and nurturing environment. Our aim is for each student to reach their full potential; academically, socially, physically and emotionally.

CCGS provides a wide range of subjects to allow students to pursue areas of interest and individual strengths. While the emphasis is on academic rigour, support is available for students who may struggle academically. The School also offers great diversity in activities out of the classroom. Students are encouraged to participate in various cocurricular activities and the Outdoor Education Program. It is considered important, students balance their studies with other interests that stimulate the mind and promote a healthy life style.

We would like to acknowledge some of the material included in this booklet has been provided by the Australian Curriculum Assessment and Reporting Authority (ACARA): www.acara.edu.au and the NSW Education Standards Authority: www.boardofstudies.nsw.edu.au

A handwritten signature in black ink, appearing to read 'Steven Bennett'.

Steven Bennett
Head of Middle School

A handwritten signature in black ink, appearing to read 'Jacki Lynch'.

Jacki Lynch
Deputy Head of Middle School

EDITORS:

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CONTENTS

Section 1: Curriculum

Australian Curriculum, Assessment and Reporting Authority (ACARA)	4
NSW Education Standards Authority (NESA)	4
Stage 4	5

Section 2: Mandatory Courses

Mandatory Curriculum Requirements	5
English	7
Geography	8
History	9
Languages	10
Mathematics	11
Music	13
Personal Development, Health and Physical Education	14
Religion Studies	15
Science	16
Technology Mandatory	17
Visual Arts	18

Section 3: Assessment

Introduction	19
Program of Assessment	19
Feedback	19
Assessment Policy and Procedures	20
Alleged Malpractice in Assessment Tasks or Examinations	21
Allocation of Grades	21
Assessment Calendar	21
Assessment Planning Calendar	21
Assessment Task Due Dates	Error! Bookmark not defined.
Assessment Weighting	22
Late Submission of an Assessment Task	22

Section 3: Assessment (continued)

'N' Determination	22
Student Absences in terms of an Assessment Task ..	23
Student Absences (with Approved Leave) in terms of a Class Test	23
Student Absences (without Approved Leave) in terms of a Class Test or Assessment Task	23
Students with Special Needs	23
Submission of Tasks	23
Technology Issues	23
Academic Honesty Policy and Procedures: Overview	23
Academic School Reports	25
Personal Learning Profile	25
Overall Grade Achieved	25
Grade Distribution	26
Areas of Assessment	26
Teacher Comment	26
Student Profile	26
Personal Learning Profile	26
Parent/Teacher Appointment	27
Parent/Student/Teacher Conferences	27

Section 5: Awards

Year 9 House Recognition Awards	28
Presentation Night Awards	28

SECTION 1: CURRICULUM

AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY (ACARA)

ACARA is the independent authority for the development of a national curriculum, a national assessment program, national data collection and reporting program that supports 21st Century learning for all Australian students.

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all students. The Australian Curriculum describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the community. It makes clear what all young Australians should learn as they progress through school.

NSW EDUCATION STANDARDS AUTHORITY (NESA)

NESA serves government and non-government schools in the development of school education for Years K to 12. NESA is responsible for advising the New South Wales (NSW) Minister for Education on the appropriateness of the curriculum for NSW schools, the structure and process of its implementation.

Schools are required to deliver programs of study that comply with NESA syllabuses. Schools must satisfy the prescribed hours and cover all of the essential content of each syllabus.

NESA:

- works across all New South Wales school systems
- sets the core curriculum by developing syllabuses for Kindergarten to Year 12 and provides support materials for teachers and parents
- manages the Record of Student Achievement (RoSA) and the Higher School Certificate Examination
- assesses student achievement and awards credentials to meet the needs of the various range of students
- promotes the provision of quality education by developing, communicating and implementing educational policies and practices
- provides advice on grading and assessment policy and procedures
- promotes the provision of quality education through the registration and accreditation of non-government schools, certifying that they may teach students and enter students for examinations
- manages resources so educational objectives are met.

SECTION 1: CURRICULUM

Heads of Department (HODs) are responsible for the organisation, supervision and control of teaching within their subject areas. Each teacher is responsible in the first instance to their Head of Department. Heads of Department are required to produce programs of work which are in line with the approved syllabuses and school policies. They select appropriate texts, determine teaching strategies and assessment procedures and maintain the necessary standards of teaching and learning. They are required to hold regular meetings to give guidance to their staff and to meet with the Head of Middle School.

STAGE 4

The Stage 4 (Years 7 and 8) Curriculum provides students with a broad range of educational experiences. This general educational background will be the basis from which further studies are selected ultimately leading to the Higher School Certificate in Year 12.

NESA sets a number of mandatory requirements. As a result, the curriculum in Stage 4 is quite prescriptive although students do have an opportunity to choose the language they wish to study in Year 8.

Students in Stage 4 study Digital Technologies, English, Geography, History, Languages, Mathematics, Music, Personal Development, Health and Physical Education, Religion Studies, Science, Sport, Technology Mandatory and Visual Arts.

Data from past reports, screening tests and previous National Assessment Program Literacy and Numeracy (NAPLAN) tests are used to assist in determining students' academic ability.

MANDATORY CURRICULUM REQUIREMENTS

NESA states it is mandatory for students in Years 7 to 10 to complete the following curriculum:

English	NESA developed syllabus to be studied substantially throughout Years 7 to 10. 400 hours to be completed by the end of Year 10
Mathematics	NESA developed syllabus to be studied substantially throughout Years 7 to 10. 400 hours to be completed by the end of Year 10
Science	NESA developed syllabus to be studied substantially throughout Years 7 to 10. 400 hours to be completed by the end of Year 10
Human Society and Its Environment	To be studied substantially throughout Years 7 to 10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5
Languages Other than English	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
Technologies	NESA's Technology Mandatory Years 7 and 8 syllabus to be studied for 200 hours
Creative Arts	200 hours to be completed, consisting of NESA's 100 hours mandatory courses in each of Visual Arts and Music. It is the NESA's expectation the 100 hours mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years
Personal Development, Health and Physical Education	NESA's mandatory 300 hours course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7 to 10

SECTION 2: MANDATORY COURSE

- English
- Geography
- History
- Languages
- Mathematics
- Music
- Personal Development, Health and Physical Education
- Religion Studies
- Science
- Technology Mandatory
- Visual Arts



SECTION 2: MANDATORY COURSE

ENGLISH

Head of Department: Amy Hall

Course Description

Students study literature, film, media, nonfiction, graphic novels and digital texts. The texts give students experience of Australian literature, insights into Aboriginal experiences, multicultural experiences in Australia and literature from other countries and times.

Students study texts that give experience of cultural heritages, environmental and social sustainability, popular cultures and youth cultures, picture books, every day and workplace texts, a range of social, gender and cultural perspectives.

Students learn to...

- read, enjoy, understand, appreciate and reflect on the English language in a variety of texts
- develop their skills, knowledge and understanding
- create texts that are imaginative, interpretive, critical, analytical and powerful
- use language and communicate appropriately and effectively
- think in ways that are imaginative, interpretive and critical
- express themselves and their relationships with others and the world
- reflect on their learning in English

Course Requirements

The study of English in Stage 4 requires experience of at least two works of each of fiction, film, nonfiction, drama and a wide range of poems.

Special Features

Years 7 and 8 students are placed in either the extension, mixed ability or enrichment classes. Each class follows the same scope and sequence.



Assessment Tasks

Year 7

- And Nothing but the Truth Editorial Task
- Hugo Cabret Imaginative Writing
- Shakespeare? What's the big deal? Multimodal Task
- Ordinary People, Extraordinary Lives Critical Response

Year 8

- Urban Lines Poetry Portfolio of Writing
- Trash Critical Essay
- Speculative Fiction Composition and Rationale
- Rural Voices Collaborative Play Script

Students in Years 7 and 8 English are assessed across a range of skills and activities. Assessment for, as and of learning is a regular part of the teaching and learning process. These tasks and activities are determined by individual classroom teachers and relate directly to their teaching program. Across the year testing takes place through two common tests each semester.

SECTION 2: MANDATORY COURSE

GEOGRAPHY

Head of Department: Belinda Ho

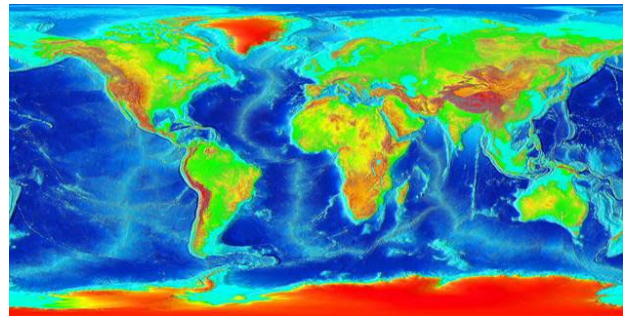
Course Description

Geography students will engage in the Stage 4 curriculum which includes the focus areas of Landforms and Landscapes, Place and Liveability, Water in the World and Interconnections.

Students learn about geographical processes and human communities on a national and global level. Students also learn about environmental and human interactions and how communities respond to them. From this students will investigate geographical issues that arise from a rapidly changing world.

Students learn to...

- identify, gather, organise and interpret geographical data
- develop an understanding of places, environments and people
- explain the processes that form and transform natural environments and human communities
- investigate the relationships between environments and people
- apply geographical tools for inquiry studies
- communicate their understanding through written and oral forms



Course Requirements

Students will be expected to undertake physical and virtual fieldwork activities throughout the year.

Special Features

The Geography course is taught for two terms (Terms 3 and 4) in both Year 7 and Year 8. Geography rotates with History on a semester basis.

Assessment Tasks

Year 7

- Landforms and Landscapes Test
- Place and Livability Research Task

Year 8

- Water in the World Test
- Interconnections Research Task

SECTION 2: MANDATORY COURSE

HISTORY

Head of Department: Belinda Ho

Course Description

History develops an interest and passion for the past in young students. The mandatory course requires students to complete 100 hours of History in Stage 4.

The Stage 4 curriculum provides a variety of focus studies over Years 7 and 8. Year 7 students will investigate the nature of history and how historians investigate the past. This will help students to form a foundation of knowledge for their later studies of the ancient world. This investigation of the past is then extended into the Medieval period in Year 8, where students will be given the opportunity to examine European and Asian societies as well as key events like the Black Death.



Students learn to...

- understand historical terms and concepts
- comprehend chronology by identifying and sequencing historical events and periods
- think about sources of information critically and distinguish between primary and secondary sources
- make educated conclusions about past societies by interpreting information from evidence
- communicate their understanding effectively in a variety of mediums (oral, graphic, digital and written)

Course Requirements

All students must complete a site study in Stage 4.

Special Features

The History course is taught for two terms (Terms 1 and 2) in both Year 7 and Year 8. History rotates with Geography on a semester basis.

Assessment Tasks

Year 7

- Investigating the Ancient World Test
- Ancient Societies Research Task

Year 8

- The Middle Ages Research Task
- The Medieval World Project

SECTION 2: MANDATORY COURSE

LANGUAGES

Head of Department: Aaron McLuckie

Year 8 students choose one of the following languages: Chinese, French or Japanese to be studied for at least 100 hours.

Course Description

Language courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English and to develop an understanding of the culture associated with the chosen language.

Students learn to...

- develop the knowledge, understanding and skills, such as listening, reading, speaking and writing, necessary for effective communication in a language
- explore the nature of languages as systems by making comparisons between English and the chosen language
- develop skills in the target language
- communicate more confidently in everyday situations within and beyond the classroom
- understand texts which they hear or read which contain learnt structures and familiar vocabulary
- develop an understanding of the influences of culture on language use
- develop a capacity to interact with people, their culture and their language



Special Features

Year 8 students study the language of choice continuously for one year.

Assessment Tasks

Year 8

Chinese

- Chinese Exchange Family Vlog
- My Clothes Listening, Reading and Writing Skills Test
- Shopping Speaking Test / Chinese Cuisine Research Video
- Yearly Examination

French

- Reading and Responding Skills Test / Francophone Country Presentation
- Reading and Writing Skills Test / Hobbies Peer Review
- School and Daily Life Topic Test
- Yearly Examination

Japanese

- Japanese Exchange Family Vlog
- Family, Pets and Food Reading and Writing Skills Test
- Likes, Dislikes and Hobbies Oral Presentation
- Yearly Examination

SECTION 2: MANDATORY COURSE

MATHEMATICS

Head of Department: Kingsley Hunt

Mathematics is a mandatory course studied substantially in Years 7 to 10.

Course Description

Mathematics in Stage 4 develops:

- confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- an increasingly sophisticated understanding of mathematics concepts and fluency with mathematical processes, and be able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning
- students knowledge, skills and understanding by studying:
 - working Mathematically
 - Number and Algebra
 - Measurement and Geometry
 - Statistics and Probability

Students learn to...

- use appropriate terminology, diagrams and symbols in mathematical contexts
- select and use appropriate strategies to solve problems
- provide reasoning to support conclusions that are appropriate to the context

Course Requirements

Year 7 is graded initially using the screening test. After the students have settled into Year 7 and further data is gathered the classes are regraded.

Year 8 Mathematics classes are graded. Classes are formed according to the student achievements from Year 7.

All class placements are reassessed at the end of each semester.

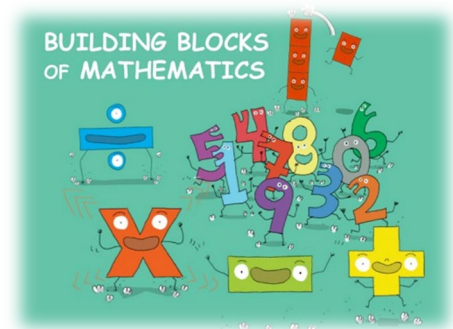
Assessment Tasks

Year 7

- Numeracy 1 Test
- Term 1 Test
- Numeracy 2 Test
- Half Yearly Examination
- Term 3 Test
- Yearly Examination

Year 8

- Term 1 Test
- Half Yearly Examination
- Term 3 Test
- Yearly Examination

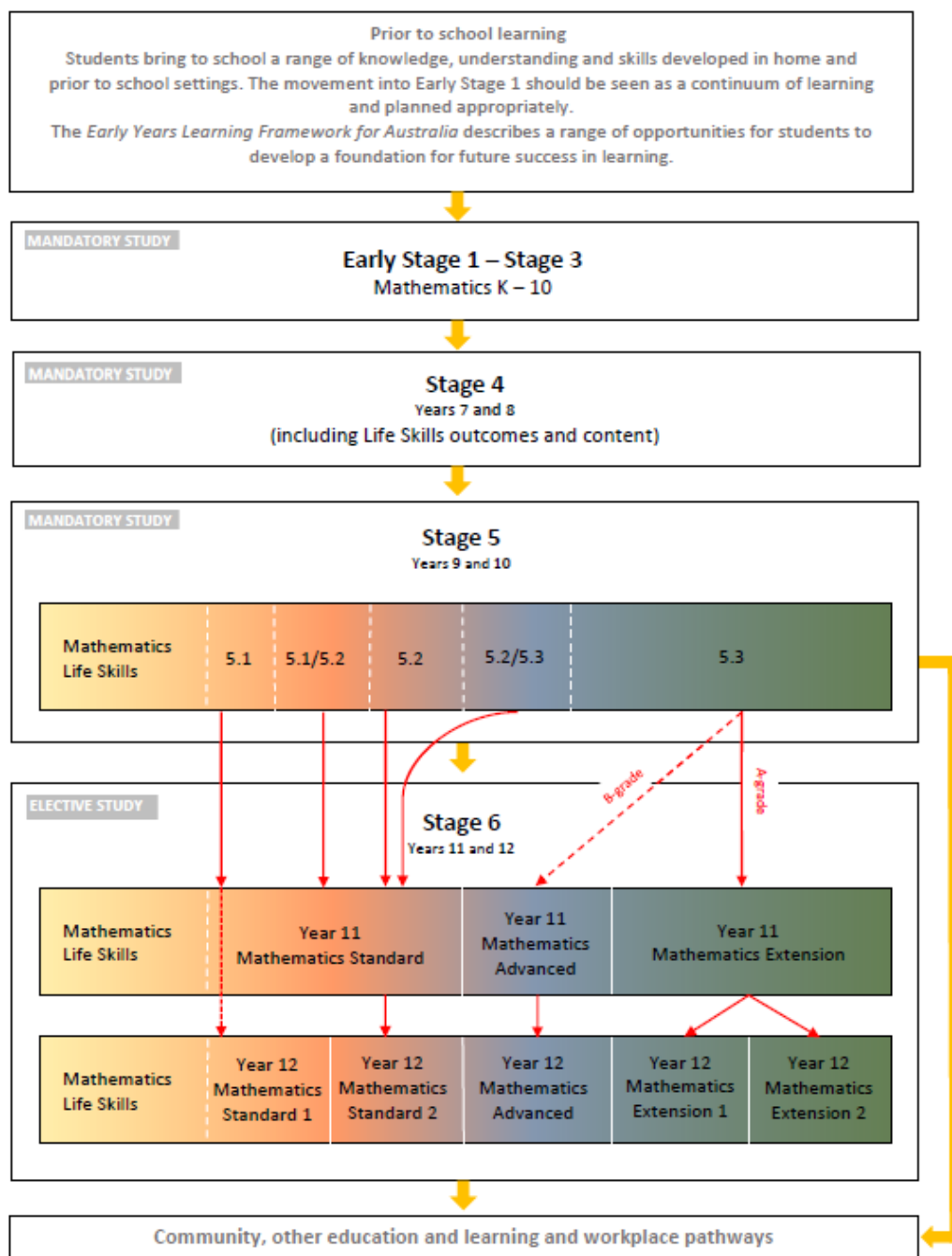


SECTION 2: MANDATORY COURSE

Mathematics Pathways

The suitability for study at a particular level in the Stage 5 course will be determined by the student's level of achievement in the Stage 4 course. There are three graded courses of study in Stage 5. The following diagram shows the pathways in Mathematics from Stage 4 through Stage 5 to Stage 6.

Students who consistently achieve *Limited*, *Basic* and *Unsatisfactory* grades in the Stage 4 course will proceed to the 5.1 course in Year 9. This course is designed for students who need more time to develop basic mathematics skills. Students who consistently achieve *Sound* grades in the Stage 4 course may proceed to the 5.2 course in Year 9. Students who consistently achieve *Excellent* grades in the Stage 4 course may proceed to the 5.3 course in Year 9. These students should be able to work easily and quickly with more demanding mathematical concepts and be able to recall previous work with ease.



SECTION 2: MANDATORY COURSE

MUSIC

Head of Department: Lee Fleming

Course Description

As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.



Students study the concepts of music (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of performing, composing and listening, within the context of a range of styles, periods and genres. The mandatory Music course requires students to work in a broad range of musical contexts, including an exposure to art music and music that represents the diversity of Australian culture.

Performing provides experiences in singing, playing instruments, moving to musical stimulus, improvising, accompanying, interpreting different forms of notation and using different types of technology for performance. Composing provides experiences in exploring, experimenting, improvising, arranging and organising with a variety of sound sources: experimenting with computer based technologies to create compositions and notating compositions using both traditional and non traditional notation. Listening experiences in music includes observing, discussing and responding in oral and written form to a range of repertoire.

Students learn to...

- perform in a range of musical contexts
- compose music that represents the topics they have studied
- listen with discrimination, meaning and appreciation to a broad range of musical styles

Special Features

Students can only commence study in the elective music course after they have completed the requirements of the mandatory course. Music rotates with Visual Arts on a semester basis.

Assessment Tasks

Students in Years 7 and 8 are assessed across a range of skills and activities in three learning experiences; Performing, Composing and Listening. Assessment for learning is a regular part of the teaching and learning process. Composing and Performing are assessed once during the course with Listening assessed twice. Performing tasks take place in front of their Music class. All assessments are standardised across the year group.

SECTION 2: MANDATORY COURSE

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Head of Department: Blake Berczelly

Course Description

Personal Development, Health and Physical Education (PD/H/PE) develops students' capacity to enhance personal health and wellbeing by examining the physical, social, psychological and spiritual dimensions of health. It promotes enjoyment and commitment to an active lifestyle. Through PD/H/PE students develop knowledge understandings, skills, values and attitudes that enable them to advocate lifelong health and physical activity.

Students study the following three strands:

- **Health, Wellbeing and Relationships:** focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others.
- **Movement Skill and Performance:** focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. Students create and compose movement to achieve specific purposes and performance goals.
- **Healthy, Safe and Active Lifestyles:** focuses on the interrelationship between health and physical activity concepts. Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe and active.

Students learn to...

- apply key skills that allow them to take action for health and physical activity
- develop skills in communication, interaction, problem solving, decision making, planning and moving

Assessment Tasks

Year 7

- Getting Along Brochure
- Dance Practical Performance
- Be Smart / Don't Start Digital Media Presentation
- European Handball Practical Performance

Year 8

- Eat Right / Live Strong Research Report
- Football Practical Performance
- Are You Ok Research Report
- Slide Hockey Practical Performance

SECTION 2: MANDATORY COURSE

RELIGION STUDIES

Head of Department: John Gunderson

Course Description

The goal of this course is for students to gain an understanding of Christianity which is the major religion associated with Central Coast Grammar School. However, it is important to realise that there are many different faiths within our school and we aim to foster acceptance, interest and a desire to find out more about religion.

Year 7 students study the Story of Christ and various sacred stories involving good versus evil. For example, David and Goliath, Fall of Satan and the Parables.

Year 8 students study various Christian Churches and Denominations, Religious Festivals, Rituals and Celebrations and Spiritual Guidelines. These include the Ten Commandments, the Sermon on the Mount, ethics and morality.

Students learn to...

- develop a knowledge and understanding of specific aspects of Christianity, the inter relationships between the various Christian denominations in Australian society and the inter relationships between Christianity and the various religions in Australian society
- understand the appropriate Christian ceremonies, moral precepts, rituals and stories, and religious inquiry and the skills to communicate their understanding of Christianity
- value and appreciate Christianity as a study of human experience
- develop a lifelong interest and enthusiasm for the study of World Religions through a sense of individual, group, national and international identity
- develop empathy to the needs, values and behaviour patterns of others

Special Features

The Stage 4 Religion Studies course has been programmed to have a Christian emphasis. The purpose of this is to fulfil the School's Charter of being an inter denominational Christian School. In addition, it is important for students of inter-cultural studies to understand and evaluate their own culture.

Assessment Tasks

There is no formal assessment or reporting in Religion Studies.



SECTION 2: MANDATORY COURSE

SCIENCE

Head of Department: Ross Farrelly

Course Description

The study of Science in Stage 4 develops students' scientific knowledge and understanding, skills and values and attitudes within broad areas of science that encompass the traditional disciplines of Physics, Chemistry, Biology and the Earth Sciences. As well as acquiring scientific knowledge and skills, students apply their understanding to everyday life and develop an appreciation of science as a human activity. Students learn about the need to conserve, protect and maintain the environment, the use and importance of technology in advancing science and the role of science in developing technology. In Stage 4, students begin to develop an appreciation of, and skills in selecting and using resources and systems to solve problems. They also are encouraged to develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future.

The broad areas of study include: the study of energy changes and the action of forces; the properties of matter; the features of living things; factors affecting survival of organisms in an ecosystem; and the dynamic structure of Earth and its relationship to other parts of our solar system and the universe.

Students learn to...

- develop their knowledge and understanding of scientific concepts and the scientific process by studying topics through a variety of approaches including: the history of science; the nature and practice of science; applications and uses of science; implications of science for society and the environment; current issues; and research and development.
- develop skills in working scientifically by conducting experiments and investigations, communicating information and understanding and working individually and in teams
- develop their scientific thinking and problem solving techniques.

Course Requirements

Practical experiences which emphasise hands on activities will occupy a substantial amount of course time. All students will be required to undertake at least one research project during Stage 4. At least one project will involve hands on practical investigation. This will include completion of a Student Research Project which may be entered into the CREST award scheme.

Special Features

Students are divided into partially graded classes for Year 7. In Year 8 students are divided into graded classes. Classes are formed according to student achievements in Year 7.

Assessment Tasks

Year 7

- Scientific Discovery Research Task
- Practical Skills Test
- Semester 1 Examination
- Data Processing
- Semester 2 Examination

Year 8

- Research and Model Construction
- Semester 1 Examination
- Science Fair Project
- Data Processing
- Semester 2 Examination

SECTION 2: MANDATORY COURSE

TECHNOLOGY MANDATORY

Head of Department: Kate Sonter

Course Description

Technology Mandatory develops an understanding of design and its process for our students, through the employment of creating quality products. It enables students to select and use appropriate materials, tools and techniques in a safe manner.

Students learn the processes involved in designing through the development of projects in the following areas:

- Agriculture and Food Technologies
- Digital Technologies
- Engineered Systems
- Material Technologies



Students learn to...

- identify and respond to design criteria through the production of quality products
- access and safely use a range of materials, tools and techniques to aid in the development of the finished project
- work cooperatively in workshop, kitchen and computer environments and will gain a working knowledge of risk assessment and other Work Health and Safety issues
- undertake relevant research and experimental activities, analyse results and evaluate projects
- plan and manage digital projects to create interactive information



Special Features

Technology Mandatory classes are structured on a rotational basis. Students are divided into eight mixed ability classes in Stage 4.

The Technology Mandatory course is a foundation course for a range of elective courses in the Technologies learning area for Stage 5.

Assessment Tasks

Assessment tasks will be component based. Classes will go through two rotations per year. Each component will have its own area of assessment which will be completed towards the end of each semester. Students will complete assessment tasks at various times. However, it is expected the major assessment will not occur until the later stages of the course for each component.

Students studying the Digital Technologies component each semester will complete two assessment tasks.

SECTION 2: MANDATORY COURSE

VISUAL ARTS

Head of Department: Linda Tebbs

Course Description

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

Students learn about making and studying Visual Arts using the world as a source of ideas and concepts. Students are able to build their skills with a variety of 2D, 3D and 4D media. Students also learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places. Students are introduced to the Frames and Conceptual Framework as a way to engage in making and interpreting art. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

Students are introduced to the work of a variety of artists and artistic forms. They learn to respond to these works in artmaking, and critical and historical studies. They will learn to use Frames (subjective, structural, cultural, post modern) and Conceptual Framework (artist-artwork-world-audience) to explore a diverse range of ideas and interests in the world.

Students learn to...

- make artworks using a broad range of materials and techniques in 2D, 3D, and 4D. Media includes drawing, painting, ceramic sculpture, printmaking, collage and computer graphics to name a few
- build a body of work over time and they look at using more contemporary forms for their art as well as traditional ones
- record procedures and activities about their artmaking practice in their Visual Arts Process Diary

Course Requirements

Students must keep a Visual Arts Process Diary and participate in class discussions, and critical and historical assessments as set by the class teacher.

Special Features

The Stage 4 Visual Arts course is taught for two terms in both Year 7 and Year 8. Visual Arts rotates with Music on a semester basis.

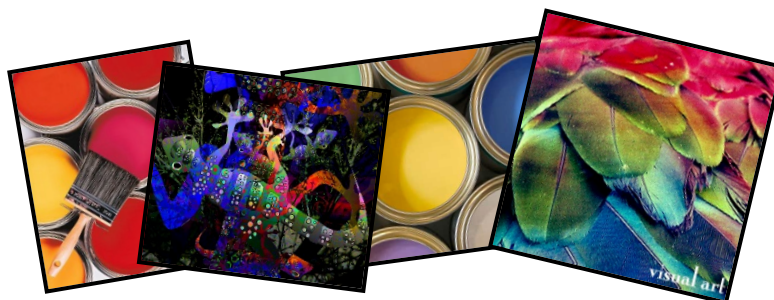
Assessment Tasks

Year 7

- New World Agent Portfolio and Product

Year 8

- Agriculture and Food Technologies Research and Practical
- Material Technologies Portfolio and Product



SECTION 3: ASSESSMENT

INTRODUCTION

The New South Wales Education Standards Authority is responsible for developing syllabuses to be taught in New South Wales Schools. NESA defines assessment as *the process of identifying, gathering and interpreting information about students' learning*. When establishing an assessment program Heads of Department will ensure assessments are based on syllabus objectives and outcomes that specify what students know, understand and are able to do. In this sense it is integral to teaching and learning. A variety of assessment tasks and contexts will be provided so students are given opportunities to demonstrate their achievement of outcomes in an authentic manner.

PROGRAM OF ASSESSMENT

The assessment program in the Middle School at Central Coast Grammar School has been designed to ensure that by reporting on a student's progress the system is fair, valid, reliable, easy to understand and transparent. Assessment is an ongoing process. For each assessment period a number of assessment activities are planned by Heads of Department in consultation with their teachers in order to assess the students' skills, knowledge and understanding. These activities vary from course to course in accordance with the requirements specific to each course.

The purpose of assessment is to collect information. In education, assessment occurs when a teacher collects information about students' skills, understandings, knowledge and attitudes. Teachers collect this information in numerous ways. Some methods are quite structured, such as examinations, classroom tests, practical work and checklists. Others are unstructured, such as conversations, questionnaires, observation schedules, and student self-assessment. Teachers use these procedures to build a profile of what the student knows, understands and can do. Each piece of information is used as an indicator and is woven into the profile of the student. The more information in the profile, the more accurate it will be. If we rely on only one or two pieces of information from similar types of assessments then it is likely the student profile will be incomplete or biased.

Assessments in the Middle School embrace a wide variety of activities. These include:

- checklists
- classroom tests
- conversations
- essays
- examinations
- field trips
- group work
- observation
- practical work
- questionnaires
- quizzes
- research assessments
- short answer responses
- speeches
- student self-assessment

FEEDBACK

Teacher feedback about student learning is essential for students and integral to teaching, learning and assessment. Feedback can clarify for students:

- how their knowledge, understanding and skills are developing in relation to the syllabus outcomes and content being addressed
- how to improve their learning

SECTION 3: ASSESSMENT

Feedback enables students to recognise their strengths as well as areas for development, and to identify and plan with their teacher the next steps in their learning. Students are to be provided with opportunities to improve their knowledge, understanding and skills through feedback that:

- is timely, specific and related to the learning and assessment intention
- is constructive and provides meaningful information to students about their learning in a variety of forms
- focuses on the activity and corrects misunderstandings
- identifies and reinforces students' strengths
- provides information about how they can improve
- facilitates the development of and provides opportunities for self-assessment and reflection during the learning process
- informs future teaching and learning opportunities

Feedback can occur at any point in the teaching, learning and assessment cycle. It may:

- include regular teacher–student dialogue to guide student learning
- focus on particular knowledge, understanding and skills related to content, and/or processes applied to an activity
- Students may benefit from opportunities to self-assess, self-monitor and make judgements about their work in relation to standards and should be provided with regular opportunities to reflect on their learning

ASSESSMENT POLICY AND PROCEDURES

Overview

Assessments assist teachers at Central Coast Grammar School by:

- monitoring the progress of students and diagnosing learning difficulties
- adjusting programs to ensure all students have the opportunity to achieve the intended outcomes
- developing subsequent learning programs
- reporting student achievement to parents
- whole school and system planning, reporting and accountability procedures

Student Responsibilities

Students are required to:

- complete the prescribed work requirements in each course by the due date
- complete all assessment tasks
- maintain a good record of attendance, participation, progress, homework and attitude
- initiate contact with teachers concerning absences from class, missed assessments, extension requests and other issues pertaining to assessment
- hand in completed assessment tasks to the assigning teacher or the relevant Head of Department if the teacher is unavailable
- collect and keep assessment tasks

Teacher Responsibilities

Teachers are required to:

- develop a teaching program that adheres to current NESA syllabuses
- provide students with a course overview and assessment guidelines at the commencement of the course
- ensure assessments are fair, valid and reliable
- maintain accurate records of student achievement and assessment
- meet school and external timeframes for assessment and reporting
- inform students and parents of academic progress as appropriate

SECTION 3: ASSESSMENT

ALLEGED MALPRACTICE IN ASSESSMENT TASKS OR EXAMINATIONS

Allegations of cheating, plagiarism, unsatisfactory conduct, non-serious attempt or inappropriate computer use will be reported to the appropriate Head of Department for investigation. If the Head of Department is satisfied that there is clear evidence of malpractice, the award of zero (0) will be recorded for the assessment task. The outcome in such cases will be conveyed in writing to parents and reported to the Head of Middle School.

ALLOCATION OF GRADES

Each course is divided into specific learning outcomes or components according to the syllabus. Students are awarded a grade for each component. The teacher makes a professional judgement to decide which grade best matches a student's standard of work. The grades are:

- Excellent
- High
- Sound
- Basic
- Limited
- Unsatisfactory

An Unsatisfactory grade is used to denote a student has either:

- missed completing the task with their cohort without legitimate documentation or Approved Leave
- made a non-serious attempt on the task
- breached the Academic Honesty Policy located in the Student Diary

A component can be assessed a number of times during the course of the semester using a variety of assessment procedures. When deciding which grade to award for a specific component that has been assessed a number of times during the semester, the teachers refer to the standards. There are no quotas. In other words students do not have to have achieved **High** a certain number of times in order to be awarded **High** for the component on the Semester Report. Similarly there are no quotas for the number of students across a course achieving each grade. All students could receive an **Excellent** if they have met the standards for an **Excellent** level of achievement in the component. The standard which best describes the students' overall understanding, knowledge and skill is the one awarded on the report.

A list of all assessable tasks for 2020 Years 7 and 8 are in Section 6 and Section 7 of this document. Upcoming tasks are listed weekly in the Headmaster's Newsletter. Each assessment task is reported using an assessment cover sheet that lists the course components to be assessed and the levels of achievement awarded for each component. This provides students with the necessary feedback to determine which components need further work.

In cases where a course is taught in more than one class, many of the assessment tasks are common to all relevant classes. The teachers consult before setting these common tasks and decide which learning areas will be assessed. Common tasks are marked by one teacher, or a section is marked by one teacher in order to maintain consistency in marking. Consultation between all teachers of the course occurs once more when the grades are allocated. The course components are referred to when awarding grades.

ASSESSMENT CALENDAR

Assessment tasks are recorded on the School's Assessment Calendar by class teachers. They submit the confirmation sheet to the Head of Middle School, Mr Bennett, for approval. Consideration is given to the scheduling of these assessment tasks. Under normal circumstances only one assessment task will be scheduled for any one day.

ASSESSMENT PLANNING CALENDAR

Assessment tasks are written on the Assessment Planning Calendar in each student's Roll Call classroom.

SECTION 3: ASSESSMENT

ASSESSMENT TASK DUE DATES

Years 7 to 9 Assessments are advertised in the MyCCGS. These are updated on an ongoing basis.

ASSESSMENT WEIGHTING

Where assessments are scheduled throughout a course, greater weighting is given to those tasks undertaken towards the end of the course.

LATE SUBMISSION OF AN ASSESSMENT TASK

Students are expected to submit assessment tasks on time. If a student is absent on the day an assessment task is due the assessment task is to be submitted on the first day the student returns to school. Lateness of submission is treated the same as any other noncompliance of a school rule. That is, a detention and/or order mark and parents are notified. If a student is more than a week late an official letter is sent home with a comment on the student's report noting the student's inability to meet deadlines. The inability of a student to achieve outcomes is an academic issue. Therefore departments have flexibility to deal with lateness as they see fit.

'N' DETERMINATION

The requirements and expectations for students are to apply themselves with an application of sustained effort and diligence. Each Head of Department is charged with monitoring a consistent and equitable approach to assessment. Difficulties are addressed at appropriate levels which may include the teacher, Head of Department, Middle School House Co-ordinator or Head of Middle School.

Should a student fail to submit an assessment an initial investigation with the student, the class teacher and Head of Department is held to seek clarity and understanding of the issue and its consequence. If the issue is clear cut, a penalty is imposed and a warning letter sent home to the parent/s. This letter is generated by the Head of Department. It is signed by both the Head of Department and the Head of Middle School with a copy on the student's file.

Should the issue warrant further discussion or a student engages in alleged malpractice, for example, plagiarism or collusion, then a meeting is held to ensure fairness and transparency. This meeting will be held with the Head of Middle School, the student's Middle School House Co-ordinator as an advocate and the Head of Department for the course in question. When a decision has been reached the student and parents are notified.

For late or non-submission of tasks and repeated poor academic behaviour, a warning letter is issued. Again, this is not taken lightly and usually are prefaced with a student interview or parental contact.

Warning letters are initiated by the Head of Department after consultation with the teacher. Where a student has not met NESAs course completion requirements an 'N' determination is applied. All avenues to rectify the problem should be exhausted prior to issuing an 'N' determination. Where the 'N' determination is applied in a Stage 5 mandatory curriculum requirement and/or a mandatory course, it will be reported on the *Transcript of Study* and the *Student eRecord* as 'Not completed'.

SECTION 3: ASSESSMENT

STUDENT ABSENCES IN TERMS OF AN ASSESSMENT TASK

If a student is absent from school when an assessment task is set it is the responsibility of the student to gather the details of the assessment task and any other work set from the class teacher. When a student has Approved Leave for an extended period the class teacher may liaise with the student's Middle School House Co-ordinator who in turn liaises with the parents. It is essential all tasks are completed by students.

STUDENT ABSENCES (WITH APPROVED LEAVE) IN TERMS OF A CLASS TEST

If a student is absent from school, with Approved Leave, when a class test is scheduled the student will sit the test on the first day he/she returns to school.

STUDENT ABSENCES (WITHOUT APPROVED LEAVE) IN TERMS OF A CLASS TEST OR ASSESSMENT TASK

Should a student be absent without Approved Leave, the student will still be required to complete the test or task. However, a penalty of up to 100% (that is, a mark of zero) may still be applied.

STUDENTS WITH SPECIAL NEEDS

Central Coast Grammar School allows *Testing Support* to eligible students sitting examinations. In addition, eligible students are provided with assistance in relevant assessment tasks.

Students or parents may apply for Special Provisions. This can be done through the Head of Learning Support. Those students who are able to provide the relevant documentation and who are eligible for Special Provisions will be granted the necessary support for examinations/assessment work. This may involve modified assessments, time allowance, a writer and/or reader.

SUBMISSION OF TASKS

Generally, assessment tasks are to be submitted during the timetabled period of the course. If a student is on an excursion on the day an assessment task is due, it is the student's responsibility to make arrangements for the task to be submitted on time.

TECHNOLOGY ISSUES

Technology issues cannot be accepted as legitimate reasons for not submitting assessment tasks on time. Students who use technology to present their assessment tasks are encouraged to print their work regularly before the due date. Computer malfunction will not be accepted as grounds for misadventure. If no assessment task is presented by the due date, the late submission procedure will apply.

ACADEMIC HONESTY POLICY AND PROCEDURES: OVERVIEW

Background

Academic Honesty is fundamental to the ethos of CCGS and is in keeping with our philosophy of promoting the sound character development of each individual. Failure to demonstrate honesty in the work that students produce in their studies is tantamount to fraud, attacks the integrity of the student and is unfair to the wider community.

The school will support students' understanding of academic honesty. CCGS will provide opportunities for developing their skills to use research in an acceptable manner and will develop students' independent learning skills. The school will also assist parents to become better informed in regard to our expectations of Academic Honesty. In keeping with this it is also the responsibility of teachers and parents to support academic honesty through their own practices.

Purpose of Academic Honesty Policy

Staff, students and parents are provided information about their responsibilities related to the procedures of Academic Honesty.

SECTION 3: ASSESSMENT

Definition

What is Academic Honesty?

Academic Honesty is ensuring student work is based on their individual and original ideas and that all sources are fully and appropriately acknowledged. It is about recognising the Intellectual Property of others (patents, registered designs, trademarks, moral rights, copyright). Furthermore, it recognises the unacceptability of academic malpractice. Academic malpractice is:

- **plagiarism:** the representing of the ideas or work of another person as the candidate's own. (This includes submitting work that has been substantially contributed to by another person such as a teacher, coach, parent or subject expert)
- **collusion:** allowing one's work to be copied by another
- **duplication:** presentation of the same work for different assessment components
- **unfair advantage:** taking unauthorised material into the exam room, misconduct during examinations or falsifying information given about assessments eg. contriving false explanations to explain work not handed in by the due date

At CCGS Academic Honesty is expected of each student.

Procedures

Any student who engages in academic malpractice can expect to receive a mark of zero for the task, with a grade of **Unsatisfactory**. They will need to satisfactorily complete the task.

Teachers who suspect any form of academic malpractice need to take these concerns to their HOD in the first instance. Where necessary, the concerns will be taken by the HOD to the Head of Middle School. Decisions pertaining to academic malpractice will be based on the professional judgements of the teachers.

Responsibilities and Rights of Students

Students have responsibilities to:

- comply with the policy on academic honesty
- familiarise themselves with the conventions of referencing for their courses
- avoid all actions that could be considered academic malpractice
- seek assistance with maintaining academic honesty from appropriate sources
- ensure that all work submitted is their own work

Students have a right to:

- be informed of policies of the school in relation to academic honesty
- be provided with clear guidelines on academic conventions required in each course
- participate in appropriate learning experiences designed to ensure academic honesty

SECTION 4: REPORTING

ACADEMIC SCHOOL REPORTS

Central Coast Grammar School formally reports on student progress twice each year for Years 7 to 9. This is towards the end of each semester (Terms 2 and 4). There are six key elements in the academic school report. Each of these elements is covered for each course your child studies and consequently the report on each course has its own A4 page. The six elements are:

1. Personal Learning Profile
2. Overall Grade Achieved
3. Grade Distribution
4. Areas of Assessment
5. Teacher Comment
6. Student Profile

PERSONAL LEARNING PROFILE

Personal Learning Profiles (PLPs) describes a student's approach to learning. There are six *PLPs* common to each course:

- Organised and prepared for learning
- Independent and self-directed learning
- Collaborative learning
- Productivity and engagement
- Cooperative and respectful of others
- Homework

For each of a student's courses, the teacher indicates the frequency of which each statement is applicable:

4	Highly Developed	An exceptional level of competence, attitude, initiative or diligence
3	Well Developed	A high level of competence, attitude, initiative or diligence
2	Developed	An expected level of competence, attitude, initiative or diligence
1	Developing	A limited level of competence, attitude, initiative or diligence
-	Concerning	Significant concerns where intervention is required

OVERALL GRADE ACHIEVED

The overall grade achieved indicates the level the student has reached in relation to the entire cohort studying each course at the end of each semester. CCGS uses a 5 point achievement scale equating to an A to E scale. This is:

A	The student has an extensive knowledge and understanding of the 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 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

SECTION 4: REPORTING

GRADE DISTRIBUTION

The *Grade Distribution* provides the spread of grades awarded to students within the cohort of the course. Parents will be able to gauge their child's performance in comparison to other students.

AREAS OF ASSESSMENT

Areas of Assessment describe tasks that are designed to measure a student's understanding through a variety of methods during the semester. For each Area of Assessment a level of the standard achieved by the student is indicated using the following scale:

- Excellent
- High
- Sound
- Basic
- Limited
- Unsatisfactory

Tasks can be assessed a number of times during the semester using a variety of assessment procedures. There are no quotas for the number of students across a course achieving each grade. All students could receive an *Excellent* if they meet the standards for *Excellent* achievement in the task. The standard which best describes the student's overall understanding, knowledge and skill is the one that is awarded on the report.

TEACHER COMMENT

Teacher Comments are provided by the class teacher. The aim of the *teacher comment* is to provide interpretive feedback on each student's performance in their course and to identify areas of further development and strategies for improvement.

STUDENT PROFILE

Student Profile summarises the student's commitment to the School community by listing their involvement in House and Co-curricular activities. Student attendance records in terms of the number of explained and unexplained absences as well as late arrivals are stated on the Academic School Report. A comment by the Head of Middle School is included.



SECTION 4: REPORTING

PERSONAL LEARNING PROFILE

Towards the end of Terms 1 and 3 Middle School parents will receive a *Personal Learning Profile (PLP)*. These reports provide a *snapshot* of a student's progress. Marks are not included and the focus is on each student's progress and their approach to learning.

Similarly, parents may request a *Personal Learning Profile* at any time during the year. They can do so by making contact with their child's Middle School House Co-ordinator. The Middle School House Co-ordinator will contact the child's teachers and organise the necessary feedback to parents.

PARENT/TEACHER APPOINTMENT

Parents are welcome to make an appointment to see any of their child's teachers at a convenient time throughout the year. They need only telephone the School and ask for the teacher or write a note in their child's diary.

PARENT/STUDENT/TEACHER CONFERENCES

Year 8	Term 1	Week 8	Monday 8 March 2021	3:45pm to 6:15pm
Year 9	Term 1	Week 9	Monday 15 March 2021	3:45pm to 6:15pm
Year 7	Term 2	Week 2	Monday 26 April 2021	3:45pm to 6:15pm

Conferences are five minutes in duration. Should a parent require additional time with their child's teacher(s) they need to make an appointment with the teacher at a mutually convenient time during the conference.

SECTION 5: AWARDS

YEAR 9 HOUSE RECOGNITION AWARDS

House Recognition Awards are presented to Year 9 students at their final Middle School Assembly. The criteria are as follows:

- Awarded to Year 9 students who have represented their House in various activities over the Middle School Years in the areas of Sport, Cultural and Service
- The recipients of these awards are selected by the Middle School House Co-ordinators in consolidation with the Deputy Head of Middle School and Head of Middle School
- Recipients of these awards receive a certificate

PRESENTATION NIGHT AWARDS

Years 7 to 9 Encouragement Awards

Encouragement Awards are presented to students in Years 7, 8 and 9. The criteria are as follows:

- Awarded to students in the Middle School for demonstrating a positive commitment to their education
- The recipients of these awards are selected by the Middle School House Co-ordinators in consolidation with the Deputy Head of Middle School and Head of Middle School. These awards are for those students who received few awards throughout the course of the year
- Recipients of these awards receive a certificate

Academic Excellence Awards

Academic prizes are awarded to the student who achieves the most outstanding result in each course.

Effort Award

A prize for outstanding effort is awarded to approximately four students in each year group. The award is determined by using the effort grades from the Semester 2 Report. Students who receive an academic prize are not eligible for an Effort Award.

Headmaster's Gold Award

This award is presented to approximately four students in each year using the following criteria: academic commitment, cocurricular participation and citizenship within the school. Data from Synergetic Reports and other sources are used to assist with this selection.

Special Awards

Each year a number of additional awards are made for outstanding performance, effort and citizenship. The Head of Middle School determines the recipients of these awards in consultation with the Deputy Head of Middle School and Middle School House Co-ordinators.