

# KINGSCLIFF HIGH SCHOOL



ACHIEVEMENT THROUGH ENDEAVOUR

# Year 7 Assessment Overview 2021

Year Adviser: Mrs A Mann

Principal: Mr M Hensley  
Deputy Principal (Rel.) – Year 7: Mr D Matthias



*Inspiring students to become lifelong learners and aspirational citizens*

## **School Philosophy**

Kingscliff High School has established a reputation for outstanding achievement in all areas of school life. The school enjoys an enviable reputation in the local and wider community. The school's motto, **"Achievement through Endeavour"** provides the philosophy upon which all areas of our school life are based.

The School endeavours to set the highest standards for our students in all areas. This is reflected in the policies under which we operate.

- Academic quality and achievement are corner-stones of the School's philosophy, along with strong programs in sport, the creative and performing arts and community service.
- All students are assisted and encouraged to acquire skills, knowledge and positive attitudes, enabling each individual to achieve to his/her own highest potential.
- Kingscliff High School is a "uniform" school with a strong commitment to dress code.
- The School is proud of our extensive program of student care and welfare. This centres on things such as our Head Teacher Welfare, an active Welfare Team, Year Advisers, School Counsellor and a range of programs for students with specific needs.
- We have a commitment to physical fitness. Sport is compulsory in Years 7-10. All students are encouraged to take part in regular physical activity.
- The Arts are seen as a valuable and rewarding part of the curriculum. Music, Drama, Dance and Art have valued roles in the life of the School.
- The School provides excellent facilities and opportunities for all practical subjects along with innovative programs in Science, Technology, Engineering and Maths (STEM) and information technology and communication.
- The school offers many co-curricular activities and programs aimed at developing high levels of maturity and leadership amongst all students.

**"Achievement through Endeavour"**

## **ASSESSMENT AND REPORTING POLICY**

### **Stage 4 (Years 7 and 8)**

Assessment is continuous throughout each semester. This means that student progress is monitored on a regular basis using a variety of tasks and assessment methods in each course including tests, regular marking of books, assignment work, practical work, spelling tests and class contributions.

Such a variety of assessment types gives students a chance to demonstrate a wide variety of skills and also ensures that each student will be recognised and commended for talents or skills at which he or she is adept.

In order to allow students to display their full skills and knowledge, all tasks used for assessment purposes should have a published marking criteria explaining to students how the task will be assessed prior to their attempting the task.

A WAVE report will be provided to parent twice a term that summarises student's attitude and application to learning.

A detailed School Progress Report is forwarded to parents twice a year, one at the conclusion of Semester 1 and one at the conclusion of Semester II.

The detailed Progress Report will include information on how they have performed relative to the course outcomes, how they have performed relative to other students, a personal profile, marks and teacher's comments.

The detailed Progress Report also includes a profile of subject skills and a record of how well a student has achieved or maintained those skills. The subject teacher makes a meaningful statement on the individual student's progress and may indicate matters of concern which should invite a response from parents.

## **ASSESSMENT PROCEDURES YEARS 7 – 9**

### **Examination Attendance**

- Examinations are compulsory assessment tasks and, in all but exceptional circumstances, should be completed on the day timetabled. Examination timetables will be made available at least one week in advance;
- Students who know in advance they have a legitimate reason (including representing the school, unavoidable medical issues or unforeseen family circumstances) for not attending an examination must see the Head Teacher of the examination being missed to reschedule the examination;
- Any absence from an examination should be explained with a written explanation from a parent/care provider. This letter should be submitted to the class teacher on the next day of attendance so that a time for the examination can be rescheduled;
- Where no note is supplied or the reason for the absence is unacceptable (such as misreading the examination timetable, truancy or attending non-school events) a zero will be awarded for the examination missed;
- In exceptional circumstances where a legitimate absence extends for a significant period of time an estimate for the examination may be considered.

## Examination Rules

- Rules governing the conduct of an examination will be attached to the examination timetable (see next page). These rules will be explained prior to the examination period;
- Any conduct that is deemed to disturb the orderly conduct of an exam will result in a deduction of 20% of marks awarded for the first personal warning. Any further infringements and a zero will be awarded for that examination;
- No personal warnings will be issued for cheating or using mobile/data devices. In such cases a zero will be awarded for that examination.

## Class Assessment Tasks

- Students will be given a minimum of one week's notice for an assessment task.
- Students who know in advance they have a legitimate reason (including representing the school, unavoidable medical issues or unforeseen family circumstances) for not attending a class assessment task or not being able to meet an assessment deadline must see the Head Teacher of the subject to negotiate a new due date;
- Students who hand in assessment tasks late should not be advantaged by the extra time they have available to them. Therefore late submissions will incur the following penalties:
  - 1 day after the due date= deduct 10% of the marks awarded
  - 2 days after the due date= deduct 20% of the marks awarded
  - 3 day after the due date= deduct 30% of the marks awarded
  - 4 days after the due date= deduct 40% of the marks awarded
  - 5 days after the due date= deduct 50% of the marks awardedWork not handed in or handed in after 5 days will receive zero for that task.
- Any absence on the day an assessment task is due should be explained with a medical certificate or written explanation from a parent/care provider. This letter should be submitted to the class teacher on the next day of attendance along with the task.
- In exceptional circumstances where a legitimate absence extends for a significant period of time an extension of the due date can be negotiated with the Head Teacher of that faculty.

## EXAMINATION RULES

<b>ENTRY INTO EXAM VENUE</b>	<ul style="list-style-type: none"> <li>Should be in class groups as instructed by teachers</li> </ul>
<b>LATE ARRIVAL</b>	<ul style="list-style-type: none"> <li>Students should be on time for all exams</li> <li>No entry to the exam will be allowed 30 minutes or more after exam start time</li> <li>No extra time will be granted for students who arrive late</li> </ul>
<b>NO TALKING AND NOISE</b>	<ul style="list-style-type: none"> <li>No talking upon entering the exam venue</li> <li>No talking during the exam</li> <li>No talking at the completion of the exam</li> </ul>
<b>EQUIPMENT</b>	<ul style="list-style-type: none"> <li>It is the student's responsibility to bring all necessary equipment needed for each exam</li> <li>No borrowing is permitted in the exam venue</li> </ul>
<b>REMAIN SEATED</b>	<ul style="list-style-type: none"> <li>Students should be seated and facing the front whilst in the exam venue</li> </ul>
<b>LEAVING EARLY</b>	<ul style="list-style-type: none"> <li>Years 7–11 students are not permitted to leave an exam before the stated finish time</li> <li>Year 12 students are not permitted to leave during the first hour of an exam or the last fifteen minutes</li> </ul>
<b>TOILETS</b>	<ul style="list-style-type: none"> <li>Students should visit the toilet before each exam</li> <li>Toilet breaks will not be granted during an exam unless a doctor's certificate has been supplied to the Deputy Principal prior to the exam</li> </ul>
<b>CHEATING</b>	<ul style="list-style-type: none"> <li>Any form of cheating or "non serious attempt" will result in a student receiving a zero mark for that exam</li> </ul>
<b>MOBILE PHONES, MP3 PLAYERS AND DATA STORAGE DEVICES</b>	<ul style="list-style-type: none"> <li>Any student who is caught in the possession of a mobile phone, MP3 or data storage device in the exam venue will receive a zero MARK for that exam</li> </ul>
<p><b>CONSEQUENCES FOR BREACHING EXAM RULES:</b></p> <ol style="list-style-type: none"> <li>General warning is the final warning</li> <li>First personal warning will result in the loss of 20% of exam marks and will be noted on the exam paper</li> <li>Second personal warning will result in receiving a "zero" for that exam and will be noted on the exam paper</li> <li>No personal warnings will be issued for cheating or mobile phones</li> </ol>	
<p><b>APPEALS:</b></p> <p>Any student wishing to appeal a sanction imposed for breaching exam rules must do so in writing to the Deputy Principal within 5 school days from the date of the exam.</p>	
<p><b>ILLNESS AND MISADVENTURE:</b></p> <p>Students unable to attend exam/s due to illness or misadventure should:</p> <ol style="list-style-type: none"> <li>Inform the school ASAP, preferably prior to the exam;</li> <li>Submit written reason for absence (such as a doctor's certificate, note from parent/care provider etc) to your class teacher on the first day back at school;</li> <li>Where no note is supplied or the reason for the absence is unacceptable (such as misreading the exam timetable, truancy or attending a non-school events) a zero will be awarded for the examination missed;</li> </ol>	

Term 1		
<b>Close Study of Novel</b>	<b>Assessment</b>	<b>Approx. due date</b>
This unit focuses on the skills needed to engage in a close study of a novel. Students will engage with novels as text annually, therefore, it is vital that Year 7 students develop the skills, knowledge and understanding needed to not only access information in long form prose fiction, but also become critical readers of novel as text. Students will look at the key features of a novel such as: plot, structure, characterisation, themes, setting, language forms and features. Students will complete a close reading of a novel and undergo a number of teaching and learning activities that develop an appreciation of literary devices used by the composer to engage the responder.	Oral Task	Term 1 Week 9
<b>Term 2</b>		
<b>A Path on Which to Travel</b>	<b>Assessment</b>	<b>Approx. due date</b>
In this unit, students will develop knowledge and understanding of poetic texts, particularly metalanguage and form. Students will further develop understanding of the picture book form (with some introduction to the metalanguage of visual texts). Students will respond to a range of poems and picture books of different form and media. Students will evaluate texts for meaning, relevance and pleasure. Students will further consolidate their understanding of purpose, audience and context.	Poetry Anthology	Term 2 Week 5-6
<b>Term 3</b>		
<b>Genre Taxonomy</b>	<b>Assessment</b>	<b>Approx. due date</b>
The main objective of this unit is to encourage students to be critical viewers of film so that they can effectively view and respond to film. They will be exposed to a variety of extracts, expected to use the metalanguage of film, recognise genre and its conventions, respond to the 'story' of the film and its characters, situations and concerns, and be able to critically interpret the way composers shape meaning in film.	Critical Response – essay	Term 3 Week 9
<b>Term 4</b>		
<b>The Evolution of Theatre</b>	<b>Assessment</b>	<b>Approx. due date</b>
The objective of this unit is to develop student's critical understanding of drama as a text. Students will also develop knowledge and understanding of the political and social functions of drama as text. Students will gain an understanding of the evolution of theatre through an exploration of the key historical theatre movements and will develop an awareness of the influences these developments have had on modern theatre. Students will focus on the more traditional forms of drama, particularly Greek drama, Commedia Del Arte and Melodrama.	Page to Stage Appropriation and Rationale	Term 4 Week 5
<b>Equipment required for English</b> <ul style="list-style-type: none"> <li>• A4 book (must have separate one for English)</li> <li>• Display folder</li> <li>• Blue and red pens, ruler, glue, scissors, highlighters</li> <li>• USB</li> </ul> <b>How Can Parents help?</b> Students always have work to complete in English: <ul style="list-style-type: none"> <li>• Ensure 20 minutes - half an hour of reading occurs six nights a week. Wide reading assignments are handed in one per term</li> <li>• Assist students to time manage homework and assessment activities and tasks set by their teachers: this includes planning, drafting, editing and writing substantial drafts for assessment tasks and wide reading assignments</li> </ul>		

Term 1		
Topic / Theme Description	Assessment	Approx. due date
Number Theory Computation with Positive Integers, Angle Relationships	Computation with Positive Integers / Number Theory Test	Week 6
Term 2		
Topics / Theme Description	Assessment	Approx. due date
Understanding Fractions and Decimals, Probability, Computation with Negative Integers	Half Yearly Examination (Computation with Negative Integers, Angle relationships)	Week 6
Term 3		
Topics / Theme Description	Assessment	Approx. due date
Computation with Fractions and Decimals, Time, Algebraic Techniques 1	STEM Assignment	Week 7
Term 4		
Topics / Theme Description	Assessment	Approx. due date
Equations 1, Measurement of Length, Perimeter and Area, Introducing Indices	Yearly Examination (Algebraic Techniques 1, Equations 1)	Week 6

**Note:**

- 1) Students may also have additional in class topic tests that will form part of their assessment
- 2) All assessment tasks (apart from STEM assignment) will be done without a calculator

Term 1		
<b>Topic: Introduction to Science</b> <b>Theme: Changes in Scientific Knowledge</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Students will research an example of how changes in scientific knowledge have contributed to solving a real world human health issue, using related evidence.	Research Task	Week 9
Term 2		
<b>Topics: Introduction to Science, States of Matter, Energy, Science Skills</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Students will demonstrate knowledge and understanding of subject content, and process and science skills competency.	Half yearly examination	Week 6
Term 3		
<b>Topic: Working Scientifically</b> <b>Theme: Writing a Scientific Report</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Using a scaffold, and with modelling and guidance by teachers, students will plan and conduct scientific investigations. Students will then submit a scientific report of one of the investigations.	Scientific Report	Week 7
Term 4		
<b>Topics: Living Things and Classification, Geology, Ecosystems, Science Skills</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Student will demonstrate knowledge and understanding, and process and science skills competency.	Yearly examination	Week 6
<b>Equipment required for Science:</b> <ul style="list-style-type: none"> <li>• Pens, pencils, ruler, eraser and calculator for every lesson and for examinations</li> <li>• Science workbook</li> </ul> <b>How Can Parents help?</b> <ul style="list-style-type: none"> <li>• Assist students to time manage homework and assessment activities and tasks set by their teachers</li> </ul>		

<b>Term 1</b>		
<b>Topics / Theme Description: Landscapes and Landforms</b>	<b>Assessment:</b> Skills test	<b>Approx. due date:</b> Week 7, Term 1
<b>Term 1</b>		
<b>Topics / Theme Description: Water in the World</b>	<b>Assessment:</b> Research Assignment	<b>Approx. due date:</b> Week 2, Term 2
<b>Term 2</b>		
<b>Topics / Theme Description: Place &amp; Liveability</b>	<b>Assessment:</b> End of Course Examination	<b>Approx. due date:</b> Week 8, Term 2
<p><b>Equipment required for Geography</b> A4 book, blue, black and red pen, rulers, USB, glue, scissors and highlighters</p> <p>Equipment may vary slightly for individual classes</p> <p><b>How Can Parents help?</b> Geography is a subject which deals with contemporary issues. Therefore, having discussions with students around current issues in world politics, environments and social trends can help with background knowledge.</p>		

<b>Term 1</b>		
<b>Topics / Theme Description: Investigating the Ancient Past</b>	<b>Assessment:</b> Skills test	<b>Approx. due date:</b> Week 5, Term 1
<b>Term 1 /2</b>		
<b>Topics / Theme Description: The Mediterranean World</b>	<b>Assessment:</b> Research Assignment	<b>Approx. due date:</b> Week 4, Term 2
<b>Term 2</b>		
<b>Topics / Theme Description: The Asian World</b>	<b>Assessment:</b> End of Course Examination	<b>Approx. due date:</b> Week 8, Term 2
<p><b>Equipment required for History:</b> A4 book, blue, black and red pen, rulers, USB, glue, scissors and highlighters</p> <p>Equipment may vary slightly for individual classes</p> <p><b>How Can Parents help?</b> By investigating the past, History helps us understand other people's viewpoints and develops skills in thinking, questioning, analysing, interpreting, explaining and arguing. Therefore, having discussions with your child about significant events in current world events and in your own personal history can help with important background knowledge.</p>		

One Term Course		
Topic / Theme Description	Assessment	Approx. due date
Unit: Engineered Systems – Pinball Machine - Project Folio: Identifying & Defining	- Research Task – Role of an Engineer (5%) - Engineering in Aboriginal Society Task (5%) - Project Design Criteria (5%) (15%)	Week 2 (Each Term)
- Project Folio: Researching and Planning	- Design Sketches (5%) - Working Drawing (Orthogonal and Isometric; CAD drawing of the plunger handle) (10%) - Experiment to test the springs/plunger (5%) (20%)	Week 3 (Each Term)
- Producing and Implementing: Pinball Machine Project	- Functionality of project (20%) - Quality of construction (20%) - Use of CAD and 3D Printing (20%) (60%)	Week 7 (Each Term)
- Project Folio: Testing and Evaluating	- Testing of the functionality of the project - Judging the finished project against the design criteria (5%)	Week 7 (Each Term)
<p><b>Equipment required for Technology Mandatory – Industrial Arts</b></p> <ul style="list-style-type: none"> <li>• Apron – available at school office</li> <li>• Sturdy fully covered footwear</li> <li>• Pencils, Eraser, Sharpener</li> <li>• School diary</li> <li>• Hair restraint</li> <li>• USB stick</li> </ul> <p><b>How Can Parents help?</b>            Ensure that course fees are paid to cover project consumables</p>		

Term 1,2,3 and 4		
Topics (10 week course)	Assessment	
Agriculture and Food Technologies	<ul style="list-style-type: none"> <li>• Design Project – Design and make recycled planter</li> <li>• Diary</li> <li>• Research activities</li> </ul>	<p>The subject will be continually assessed throughout the term. Mostly on work they are completing in class, while a few small tasks will need to be completed at home.</p> <p>The complete project will need to be finalised by the end of term.</p>
<p><b>Equipment required for Technology</b></p> <ul style="list-style-type: none"> <li>• Pens, pencils and USB stick</li> <li>• Repurposed materials from home</li> <li>• Other requirements provided in class e.g. ingredients for food preparation, booklet provided through subject fees \$25</li> <li>• Apron (for 2021)</li> </ul> <p><b>How Can Parents help?</b>            Ensure that course fees are paid to cover project consumables            Assisting their child with research on healthy eating</p>		

Year 7

Dance

Head Teacher: Mrs N McPherson

Term 1-4 (5 week course)		
Topic / Theme Description	Assessment	Approx. due date
Performance, Composition and Appreciation. Focus on Space and Safe Dance	Individual/Pair/Small group tasks in class	During 5 weeks
<b>Equipment required for Dance</b> <ul style="list-style-type: none"><li>• Change of clothes (must be comfortable and appropriate)</li></ul> <b>How Can Parents help?</b> Encourage performance opportunities made available at Kingscliff High School		

Year 7

Drama

Head Teacher: Mrs N McPherson

Terms 1-4 (5week course)		
Topics / Theme Description	Assessment	Approx. due date
Making, Performing and Appreciating. Focus on What is Drama? Elements of Drama	Individual/Pair/Small group tasks in class	During week 5
<b>Equipment required for Drama</b> N/A <b>How Can Parents help?</b> Encourage performance opportunities made available at Kingscliff High School		

Term 1		
Introduction to the Concepts of Music	Practical assessment tasks on keyboard and guitar	3 per term Weeks 4, 6 and 8
	Musicianship development – Aural tests	Every week
	Written end of term test	Week 8
Term 2		
Australian Music	Practical assessment tasks on keyboard, guitar and percussion	3 per term
	Musicianship development – Aural tests	Every week
	Written end of term test	Week 7
<p><b>Equipment required for Year 7 Music</b></p> <ul style="list-style-type: none"> <li>Plastic display folder and basic stationary (pen, pencil and highlighter)</li> </ul> <p><b>How Can Parents help?</b> Engage with your child about the types of music you used to listen to. Ask your child to compare it with the types of music they listen to today. If you play an instrument, ask your child to perform what they are learning in class and attempt to play it with them</p> <p>Kingscliff High School Creative and Performing Arts (CAPA) department run a whole school production in Terms 2 and 3. It is an amazing opportunity for our talented students to showcase their outstanding performance ability. Your attendance and support is greatly appreciated.</p>		

### 2021 Year 7 Assessment Schedule

Syllabus Components	Syllabus Weighting %	TASK 1	TASK 2	TASK 3	TASK 4
		Term 1 Week 7	Term 1 Week 8	Term 2 Week 3	Term 2 Week 5
		<b>Introduction to the Concepts of Music</b> Presentation of 3 performance pieces (3 piano pieces)	<b>Introduction to the Concepts of Music</b> 8 bar composition and topic test 1	<b>Australian Music</b> Presentation of 2 performance pieces (Riptide on Ukele, Never Tear Us Apart)	<b>Australian Music</b> Topic Test 2
	<b>Syllabus Outcomes</b>	4.1, 4.2, 4.11	4.4, 4.5, 4.6, 4.7	4.3, 4.12	4.8, 4.9, 4.10
Performing	50	30		20	
Composing	30		20		10
Listening	20		10		10
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>20</b>

Term 1/3		
Topic / Theme Description	Assessment	Approx. due date
<p><b>Elements and principles of design</b> Investigation of Visual Arts techniques and processes through various artists, artworks and themes</p> <p>Develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames</p>	<p><b>Art Making (80%)</b></p> <ul style="list-style-type: none"> <li>In class activities, however students may bring home their Visual Arts Process Diary to complete an activity at home from time to time</li> <li>Bookwork</li> </ul> <p><b>Critical &amp; Historical Studies (20%)</b></p> <ul style="list-style-type: none"> <li>Artist studies</li> </ul>	<p>Fortnightly/ongoing</p> <p>Term 1 Week 10</p> <p>One task every three to four weeks</p>
Term 2/4		
Topics / Theme Description	Assessment	Approx. due date
<p><b>Ceramics</b> Functional ceramic vessel</p> <p>Develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice</p>	<p><b>Art Making (80%)</b></p> <ul style="list-style-type: none"> <li>Clay Vessel Design</li> <li>Major Claywork and bookwork</li> </ul> <p><b>Critical &amp; Historical Studies (20%)</b></p> <ul style="list-style-type: none"> <li>Artist/Art Movement studies</li> </ul>	<p>Week 10</p> <p>Weeks 5 and 10</p>
<p><b>Equipment required for Visual Arts</b></p> <ul style="list-style-type: none"> <li>An A3 size Visual Arts Sketch Book (available from the school office)</li> <li>2B/4B pencil</li> <li>Ruler, eraser, sharpener, glue stick, scissors, coloured pencils (watercolour pencils optional)</li> <li>Plastic bags to wrap clay works in progress</li> <li>Hand moisturiser (for dry hands when working with clay – optional)</li> </ul> <p><b>How Can Parents help?</b></p> <ul style="list-style-type: none"> <li>Ensure that course fees are paid to cover project consumables.</li> <li>Ensure students have the required equipment</li> <li>Provide students with access to the internet for research and planning</li> <li>Provide positive encouragement to students</li> </ul>		

Term 3			
Topics / Theme Description	Core	Assessment	Approx. due date
Japan: Land and People Introduction to Japanese Meeting and greeting Reading and writing Hiragana	Classroom instructions Counting in Japanese	Topic test	Week 10
Term 4			
Topics / Theme Description	This is my life	Assessment	Approx. due date
Hobbies Likes and dislikes Nationalities Adjectives Animals		All about me booklet	Week 4
<p><b>Equipment required for Year 7 Japanese</b></p> <ul style="list-style-type: none"> <li>• Exercise book</li> <li>• Coloured pencils</li> <li>• Black, blue and red pen</li> <li>• Pencil, eraser, ruler</li> </ul> <p><b>How Can Parents help?</b> Support the idea of learning a language Discuss multiculturalism Learning a language is important because: It helps better understand our native tongue, it improves our ability to manipulate English, it gives an appreciation of Australian culture and our place within Asia, it can help make us more employable.</p>			

Semester 1 or 2		
Topics / Theme Description	Assessment	Approx. due date
<p><b>Theory units:</b> Digital Citizenship; The skills of growing up  <b>Practical Units:</b> Fundamental Movement Skills, Athletics, Let's get Moving, Cross Country, Fitness</p>	<p><b>Theory Assignment:</b> Written task – social media (30%)  <b>Practical Assessment:</b> Fundamental Movement Skills, Athletics, Fitness (70%)</p>	<p>Late Term 1 or 3  Varies throughout the semester</p>
<p><b>Equipment required for Year 7 Personal Development, Health and Physical Education</b></p> <ul style="list-style-type: none"> <li>• Change of clothes and hat for practical units</li> <li>• Year 7 Book and pen for theory lessons</li> </ul> <p><b>How Can Parents help?</b>            Parents can assist by ensuring their child has a change of clothes for PRACTICAL tasks.            Be aware of the due date of THEORY tasks and have their child hand in assessment on time.            Encourage students to participate and assist them to be fully organised with appropriate equipment.</p>		

One Term Course		
Topic / Theme Description	Assessment	Approx. due date
Environmentally Friendly Tiny House Project:		Week 8/Term
Apply scientific, mathematic and technology related skills to a cross-curricula project.	Digital Portfolio (50%)	
Develop skills in problem solving, critical thinking and group work to design a Tiny House.	Scale Model Prototype (25%)	
	Computer Aided Drawing/Virtual Tour (25%)	
<p><b>Equipment required for STEM</b></p> <ul style="list-style-type: none"> <li>• Pencil Case with pens, pencils, eraser, sharpener</li> <li>• School diary</li> <li>• USB stick</li> </ul> <p><b>How Can Parents help?</b> Encourage students to be organised with appropriate equipment. Ensure that course fees are paid to cover project consumables for the model house.</p>		