

NOWRA HIGH SCHOOL

YEAR 7 ASSESSMENT BOOKLET 2019



WISDOM THROUGH KNOWLEDGE

**RESPECT
RESPONSIBILITY
SAFETY
LEARNING**



Nowra High School Year 7 Assessment Booklet

Contents

Information for Students

Page 4

- A.** What must I do to satisfactorily complete a subject?
- B.** So what does this actually mean?
- C.** What do I do if I am sick on the day an assessment task is due or is to be completed?
- D.** What if I am attending a school event, or am involved in other school related activities?
- E.** What if there is some other good reason I am absent?
- F.** What if I need an extension?
- G.** What if I am suspended at the time an Assessment Task is due?
- H.** Is it OK to be absent on the day a task is due if I still hand it in on the day?
- I.** What happens if I do not complete a task or hand in an assessment late and do not have a valid reason?
- J.** Do Assessment Tasks contribute towards my reports?
- K.** How much warning should I be given about an upcoming task?
- L.** What should happen if the booklet says a task is due, but we haven't received it?
- M.** What should I do if I feel the assessment task should be reviewed after it has been marked?

NHS Year 7 10 Academic Malpractice Policy

Page 6

Subject Assessment Schedules

English	Page 9
Mathematics	Page 10
Geography	Page 11
History	Page 12
LOTE – French	Page 13
Music	Page 14
PD/H/PE	Page 15
Science	Page 16
Technology Mandatory	Page 17
Visual Art	Page 18

<i>Appendix 1</i> <i>Assessment Notification / Marking Guidelines</i>	<i>Page 19</i>
<i>Appendix 2</i> <i>Assessment Missed Due to Illness/Misadventure</i>	<i>Page 20</i>
<i>Appendix 3</i> <i>Assessment To Be Missed Due To School/Other Business</i>	<i>Page 21</i>
<i>Appendix 4</i> <i>Application for Assessment Extension</i>	<i>Page 22</i>
<i>Appendix 5</i> <i>Assessment Appeal</i>	<i>Page 23</i>
<i>Appendix 6</i> <i>Examples of Referencing</i>	<i>Page 24</i>
<i>How to Study Tips</i>	<i>Page 25</i>

Information for Students

A. What must I do to satisfactorily complete a subject?

The NSW Education Standards Authority (NESA) says that to satisfactorily complete a subject you must have:

- **followed** the course developed or endorsed by the Board;
- **AND**
- **applied** yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- **AND**
- **achieved** some or all of the course outcomes.

B. So what does this actually mean?

This means, you must do the following things in each of your subjects to receive a pass at the end of 2018:

- Make a genuine attempt at assessment tasks.
- Attend classes to a satisfactory level in each subject.
- Attempt all classwork and homework to a satisfactory level.

C. What do I do if I am sick on the day an assessment task is due or is to be completed?

If you are sick on the day an assessment task is due, you **must**:

- Complete a copy of the form 'Assessment Missed Due to Illness/Misadventure'. You can obtain one of these from Head Teachers. A copy is also found at the back of this booklet or on the school website (<http://www.nowra-h.schools.nsw.edu.au/curriculum-activities/assessment-reporting/assessment-book-appendices>)
- Hand the 'Assessment Missed due to Illness/Misadventure' form to the Head Teacher of the subject from which the assessment task was missed **as soon as you return to school** – even if you don't have that particular subject on the day you return.
- If the task was one completed at home, you must also hand in the completed task on the day you return.
- If the task was an in-class assessment (for example, a test), you will be required to sit the task, or a substitute task, at the soonest possible date as arranged by you and the Head Teacher (this could be a lunch time). Depending on circumstances, you may receive an estimated mark.

D. What if I will be attending a school event or am involved in other school related activities?

- **Before the scheduled assessment task is due** complete a copy of the form 'Assessment To Be Missed Due To School/Other Business'. You can obtain one of these from Head Teachers. A copy is also found at the back of this booklet or on the school website (<http://www.nowra-h.schools.nsw.edu.au/curriculum-activities/assessment-reporting/assessment-book-appendices>).
- Hand the 'Assessment To Be Missed Due To School/Other Business' form to the Head Teacher of the subject from which the assessment task will be missed **before the scheduled assessment task is due**.
- You will be required to sit the task, or a substitute task, at the soonest possible date as arranged by you and the Head Teacher (this could be a lunch time).

E. What if there is some other good reason I am absent?

There are very few other valid reasons that will be accepted for missing a task. If however you feel you do have a good reason, you must do the following:

- Complete a copy of the form 'Assessment To Be Missed Due To School/Other Business' before the due date, clearly stating the reason for your absence.

- Hand the form to the relevant Head Teacher.
- A decision will then be made as to whether you should be able to attempt the original task or a substitute task. Depending on circumstances, you may receive an estimated mark.

NOTE: Computer or printing problems are NOT considered valid reasons for failure to hand in an assessment task on the due date. Where practical, tasks completed at home could be emailed to your teacher.

F. What if I need an extension?

There may be occasions when you have a **very valid** reason for requiring an extension. In order to apply for an extension you must apply AT LEAST 24 HOURS prior to the due date. To apply for an extension, you must complete an 'Application for Assessment Extension' form which can be obtained from all Faculty Staffrooms. The Head Teacher of the faculty will then decide if you are to be granted an extension. Your application must be signed by your parent/guardian and you must provide supporting documentation if applicable.

G. What if I am suspended at the time an Assessment Task is due?

If you are suspended at the time an Assessment Task is due, you are still required to submit the task on the due date. You can do this by:

- Handing the task in at Front Office – do **not** hand it in to your teacher or the faculty.
- Contacting the School to find out the best way to submit your task.
- If an in-class assessment has been missed then you will be required to complete this as soon as possible on your return to school. Depending on circumstances, you may receive an estimated mark.

H. Is it OK to be absent on the day a task is due if I still hand it in on the day?

It is *not* acceptable to miss classes on the day an Assessment Task is due in order to complete the Assessment Task. If you are absent on the day of an Assessment Task, you must still complete a 'Task Missed Due to Illness/Misadventure' form – even if you come up to the school and submit the task. It is unfair to other students if you miss classes in order to complete an assessment task and you risk receiving a zero mark.

I. What happens if I do not complete a task or hand in an assessment late and do not have a valid reason?

Depending on the subject:

- You will receive a mark of ZERO and Letter of Concern will be sent home. The task will still need to be completed.

OR

- You will lose 10% per day of the total assessment mark for each day you fail to hand in your assessment. If the assessment task is still not completed or presented after two weeks a Letter of Concern will be sent home. You will still be required to complete the Assessment Task.

J. Do Assessment Tasks contribute towards my reports?

YES! School-based assessment, as indicated in your assessment booklet, is used throughout the year to allocate a mark and grade for your report.

K. How much warning should I be given about an upcoming task?

The School policy says that you should be given a minimum of at least 5 school days.

L. What should happen if the booklet says a task is due, but we haven't received it?

Your classroom teacher is to give you a note if the due date for an assessment task changes. If you realise you have not received a task notification, ask your teacher about it immediately.

M. What should I do if I feel the assessment task should be reviewed after it has been marked?

Any review undertaken of a specific assessment task will NOT look at marks awarded. Rather, the review will consider if the assessment task and processes were appropriate for the stage of the course being assessed. Complete a copy of the form 'Assessment Appeal' and return it to the Deputy Principal. You can obtain one of these from the Deputy Principal. A copy is also found at the back of this booklet.

NHS YEAR 7-10 ACADEMIC MALPRACTICE POLICY

The following policy is to be read in conjunction with supporting documents in the ACE Manual.

<http://ace.bostes.nsw.edu.au/>

Nowra High School is committed to providing an educational approach to academic integrity through support and guidance to develop students' academic skills. Student academic integrity means acting in accordance with the core values of honesty, fairness, respect and responsibility in learning. It is imperative students act in a truthful way, are accountable for their actions, and show fairness in every aspect of their work.

All work presented in assessment tasks, internal and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. If academic malpractice is detected during the marking process, this will result in students **receiving a zero mark for the task**.

To prevent academic malpractice, students are encouraged to utilise free plagiarism software to check their work prior to submission. Suggested software includes <https://searchenginereports.net/plagiarism-checker/> or <http://smallseotools.com/plagiarism-checker/>

1. Malpractice Definition

Academic malpractice undermines the core values of honesty, fairness, respect and responsibility in academic integrity. Breaches of academic integrity can occur by either inadvertent or intentional conduct.

Academic malpractice incorporates but is not limited to dishonest behaviour carried out for the purpose of gaining an unfair advantage in the assessment process. Malpractice in any form is unacceptable.

Academic malpractice includes but is not limited to the following:

1.1 Cheating in Examinations, inclusive of in-class tests and assessments by either;

- a) Behaving in a dishonest manner during an examination which includes possessing and or accessing prohibited equipment such as mobile phones and notes;
- b) Communicates or attempts to communicate with peers;
- c) Copies or attempts to copy from peers;
- d) Falsifying explanations to explain work not handed in (including medical certificates).

1.2 Fabrication of results includes student misrepresentation of having conducted research, experiments, surveys, or observations, which have not occurred, and/or submits results not supported by evidence.

1.3 Plagiarism occurs when the work of another, for example (ideas, designs, words, sounds or images) is represented, either inadvertently or intentionally, as one's own original work and without appropriate citation of the author or the source. Unless advised otherwise by the Faculty issuing the Assessment Task, students should use the Harvard Referencing Guide. For correct citation guidelines see Appendix 6. This category of academic malpractice includes but is not limited to;

- a) collusion; preparing work with one or more students or in a group and presenting this work as their own which can include;
 - Preparing a piece of work together;
 - Determination of methods/approach to an assessment task;
 - Distribution of questions and/or answers for completed assessment tasks.
- b) obtaining or requesting a piece of work, which is not a student's own and representing it as if it were, by:
 - Engaging the use of commercial services including the internet for pre-written or specially prepared work;
 - Use of another person's work for example a peer or person who is not a member of the school.
- c) self-plagiarism, reusing your own work previously submitted in another assessment task;
- d) paraphrasing a paper either in electronic or printed form, without appropriate citation; See Appendix ? for citation guidelines;
- e) direct copying of material, cutting, pasting or piecing information from single or multiple sources and presenting the information as original work;
- e) submission of a peer's work either partially or completely as one's own work, even with the student's knowledge or consent.

2. Inadvertent or intentional academic malpractice

On occasion, students that plagiarise may do so inadvertently as a result of inadequate study skills and/or lack of familiarity with academic writing skills. In response to an incident of unintentional plagiarism detected during the marking process, Nowra High School may require the students to seek assistance from staff or the Learning Support Team.

On the first occasion of plagiarism, students will be required to resubmit the task and will be eligible to receive half the value of the original assessment task. If the student fails to resubmit the task, they will receive **a mark of zero**. Repeated incidents of plagiarism detected during the marking process will result in the student **receiving a zero mark for the task**.

Some students that plagiarise do so intentionally, with the aim to deceive. This constitutes a cognisant and pre-meditated form of academic malpractice and demonstrates a significant breach of the core values of academic integrity. Students who are found to repeatedly engage in academic malpractice conduct will be subject to the consequences outlined below.

3. Consequences of Academic Malpractice

- a) If you are guilty of academic malpractice, you will get **zero** for the entire assessment task and receive an N warning for that task. Continued instances of malpractice may result in you getting an N determination for the subject.
- b) Although you will receive no marks, you will need to resubmit the task in order to meet NESAs requirements for the satisfactory completion of the course.
- c) Your parents/carers will be informed.
- d) Repeated instances of academic malpractice will be dealt with using the school's discipline policy and may result in suspension or possible expulsion for continued disobedience.

This policy was created in consultation with NESAs and various university policies on academic malpractice.

Subject Assessment Schedules

ENGLISH

Year 7 Course Assessment

Assessment Schedule

Assessment Task	Description of Task	Due		Task Value 100%
		Term	Week	
Task 1	Unit: Me and My World Visual Representation and Explanation	1	7	20%
Task 2	Unit: Narrative Tradition – The Poet in ME Short Story	2	4	30%
Task 3	Unit: Narrative Tradition a) Draft Submission	3	7	5%
	b) Short Story		9	25%
Task 4	Yearly Examination	4	4/5	20%

MATHEMATICS

Year 7 Course Assessment

Assessment Schedule

Assessment Task & Name	Test Name	Due		Task Value
		Term	Week	
Task 1	Term 1 Test	1	8	15%
Task 2	Half Yearly	2	5	25%
Task 3	Term 3 Test	3	5	20%
Task 4	Yearly Exam	4	5	40%

GEOGRAPHY

Year 7 Course Assessment

Assessment Schedule

Assessment Task and Name	Component	Due		Task Value
		Term	Week	
Task 1 Landscapes Case Study <i>Fact sheet</i>	<ul style="list-style-type: none"> • Knowledge & Understanding • Geographical Research • Communication 	1 or 3	7	40%
Task 2 Cumulative Skills Task One: <i>Fieldwork</i>	<ul style="list-style-type: none"> • Knowledge & Understanding • Geographical Skills • Communication 	1 or 3	8	10%
Task 3 Place and Liveability Research Inquiry Task	<ul style="list-style-type: none"> • Knowledge & Understanding • Geographical Skills • Communication 	2 or 4	3	40%
Task 4 Cumulative Skills Task Two <i>Geographical Skills Quiz</i>	<ul style="list-style-type: none"> • Knowledge & Understanding • Geographical Skills • Communication 	2 or 4	5	10%

Please note: students in Year 7 will study one semester each of History and Geography

HISTORY

Year 7 Course Assessment

Assessment Schedule

Assessment Task and Name	Component	Due		Task Value
		Term	Week	
Cumulative Skills Tasks: X 2	<ul style="list-style-type: none"> • Historical Numeracy • Historical Literacy • Source Analysis 	1 or 3	5	20%
		2 or 4	5	
Research Skills Task: Ancient Societies	<ul style="list-style-type: none"> • Research • Knowledge and Understanding • Source Based Skills 	1 or 3	8	35%
Essay Egyptian Religion	<ul style="list-style-type: none"> • Written Communication • Knowledge and Understanding Part A – Check and Connect Part B - Essay	Part A 2 or 4	1	10%
		Part B 2 or 4	4	35%

Please note: students in Year 7 will study one semester each of History and Geography

FRENCH

Year 7 Course Assessment

Assessment Schedule

Assessment Task & Name	Description of Task	Due		Task Value
		Term	Week	
Task 1	Speaking	2	2/3	25%
Task 2	Writing	3	7/8	25%
Task 3c	Listening and Responding and Reading and Responding	4	4	20%
				20%

MUSIC

Year 7 Course Assessment

Assessment Schedule

Assessment Task & Name	Description of Task	Due		Task Value
		Term	Week	
Task 1	Performance/ Musicology	2	3	35%
Task 2	Composition	3	5	25%
Task 3	Aural/Musicology	4	3	40%

Year 7 Enrichment Course

Assessment Schedule

Assessment Task & Name	Description of Task	Due		Task Value
		Term	Week	
Task 1	Musicology	1	9	25%
Task 2	Performance/Aural	3	4	35%
Task 3	Composition/Aural	4	3	40%

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Year 7 Course Assessment

Assessment Components and Weightings

Components	Weighting
Theory	50%
Practical	50%
	Total: 100%

Assessment Schedule

Assessment Task & Name	Component	Due		Task Value
		Term	Week	
Task 1 This is Me	Theory/Practical	1	6-8	40%
Task 2 Carnival	Practical	2	5	20%
Task 3 Fuel Works	Theory/Practical	3	10	40%

SCIENCE

Year 7 Course Assessment

Assessment Schedule

Assessment Task & Name	Description of Task	Outcomes Assessed	Due		Weighting
			Term	Week	
SEMESTER 1					
1. Practical Test	In class examination testing students understanding of planning and conducting scientific investigations.	Knowledge and Understanding; Planning and conducting Investigations and Communicating Scientifically	1	8	20%
2. Half Yearly Examination	Multiple choice and short response questions about the scientific method, interpretation/use of data and knowledge.	Knowledge and Understanding; Problem Solving and Communicating Scientifically	2	5	20%
SEMESTER 2					
3. Problem Solving/ICT Task	Students are assessed on their ability to answer questions using their problem solving skills. Eg. logically organise data, interpret flow charts, place information into tables and graphs; selecting correct equipment for an investigation	Problem solving, Knowledge. Understanding and Communicating Scientifically	3	5	30%
4. Yearly Examination	Students are assessed on concepts studied in all topics covered in Semester 2	Knowledge and Understanding; Problem Solving, Planning and Conducting Investigations and Communicating Scientifically	4	4	30%

SCIENCE

Year 7 (Enrichment Class) Course Assessment

Assessment Schedule

Assessment Task & Name	Description of Task		Due		
		Outcomes Assessed	Term	Week	Weighting
SEMESTER 1					
1. Body Systems Research Task	In class examination and external Task to research and present information on a range of body systems	Knowledge and Understanding; Planning and conducting Investigations and Communicating Scientifically	1	8	20%
2. Half Yearly Examination	In class and external group project to create a device which uses physical laws and simple machines	Knowledge and Understanding; Problem Solving and Communicating Scientifically	2	8	25%
SEMESTER 2					
3. Problem Solving/ICT Task – Biotechnology	Students are assessed on their ability to answer questions using their problem solving skills for a contemporary issue	Problem solving, Knowledge. Understanding and Communicating Scientifically	3	6	25%
4. Modelling Concepts	In class and external sustainability/human impacts presentation. Students are required to attend a presentation about sustainability issues and create a visual model/video/brochure which aims to solve a sustainability problem	Communicating Scientifically, problem solving	4	2	15%
5. Yearly Examination	In class students are assessed on concepts studied in all topics covered in Semester 1 and 2	Knowledge and Understanding; Problem Solving, Planning and Conducting Investigations and Communicating Scientifically	4	4	15%

TECHNOLOGY (MANDATORY)

Year 7 Course Assessment

Components	Weighting
Practical Work	50%
Folio Work	25%
End of Semester Exams	25%
	Total: 100%

Task	Component	Outcomes	Time	Task Value
Practical Work	Projects	Quality Projects Skills	Semester 1 and 2	50%
Folio Work	Folio Presentation	Presented ideas	Semester 1 and 2	25%
Examinations	Examinations Semester 1 and 2	Knowledge and Understanding	Semester 1 and 2	25%

VISUAL ART

Year 7 Course Assessment

Assessment Schedule

Assessment Task & Name	Description of Task	Due		Task Value
		Term	Week	
Task 1	Historical / critical	2	2	30%
Task 2	Artmaking	3	4	35%
Task 3	Artmaking	4	4	35%

VISUAL ART ENRICHMENT

Year 7 Course Assessment

Assessment Schedule

Assessment Task & Name	Description of Task	Due		Task Value
		Term	Week	
Task 1	Artmaking body of Work – Identity' Self Portraits	2	4	35%
Task 2	Historical/Critical Postcard	3	4	30%
Task 3	Artmaking	4	4	35%



Appendix 1: **Sample MARKING GUIDELINES** to be provided with assessment tasks

FACULTY:

SUBJECT:

ASSESSMENT TASK NO:

YEAR:

DATE GIVEN:

DATE DUE:

Marking Guidelines	BAND
	6
	5
	4
	3
	2
	1

STUDENT RECEIPT

(It is your responsibility to ensure this is filled in and kept as proof of handing in this task.)

ASSESSMENT TASK NO:	
DATE TASK HANDED TO TEACHER:	
TEACHERS NAME RECEIVING TASK:	
TEACHER SIGNATURE:	



Appendix 2 Assessment Missed Due to Illness/Misadventure

Student Name:
Course Name:
Class Teacher:

Task Details

Task Number:	Title:
Weighting:	Original Due Date:

Details of Illness/Misadventure/Absence

Date/s of Absences: to			
Reason for Absence:			
Doctor's Certificate Attached? documentation	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Reply to Request to hand in/perform missed task

Teacher Recommendation: _____

New Date: _____

Head Teacher Recommendation: ☐ Mark awarded ☐ No mark awarded

Reason: _____

Head Teacher Signature: _____ **Date:** _____

Head Teacher Name: _____ **DP:** _____

☐ Student copy

☐ Faculty copy

☐ Office copy

☐ Letter of concern



Appendix 3 Assessment To Be Missed Due to School/Other Business

Rescheduling Tasks due to Absence

Name: Date/s of Absences:to
Reason for Absence:
Evidence provided

Task Rescheduled Original Date	Head Teacher	New date, time and place	Submitted (DP to sign and date)

I agree that it is my responsibility to complete each task as allocated

Name: Signature: Date:/...../.....



Appendix 4 Application for Assessment Extension

Student Name:
Course Name:
Class Teacher:

Task Details

Task Number:	Title:
Weighting:	Due Date:

Reason for Application for Extension

Reason for Application:
Doctor's Certificate Attached? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other documentation

Student Signature: **Date:**

Parent Signature: **Date:**

.....

Reply to Request for Application for Extension

Teacher Recommendation: ☐ Yes ☐ No

Reason:
.....

Head Teacher Recommendation: ☐ Yes ☐ No New Date:

Reason:.....

Head Teacher Name:

Head Teacher Signature: Date:

Class Teacher:

Class Teacher Signature: Date:



Appendix 5: Assessment Appeal

Student Name:
Course Name:
Class Teacher:

Task Details

Task Number:	Title:
Weighting:	Due Date:

Reason(s) for Appeal

Any review undertaken will NOT look at marks awarded for specific assessment tasks. Rather, the review will consider if the assessment tasks and processes were appropriate for the stage of the course being assessed.

Briefly, outline your reasons for lodging an appeal for this task

.....

.....

.....

.....

.....

Student Signature: **Date:**

Parent Signature: **Date:**

.....

Appeal Decision

Deputy Principal Recommendation: Granted ☐ Refused ☐

Reason:.....

.....

Head Teacher Signature: Date:

Head Teacher Name: Deputy Principal:



Appendix 6:

Harvard Style Referencing (Author – Date) Style, Books, Pamphlets and Brochures

Cutling, K 1991, *A guide to police writing*, Carswell, Canada.

Oscar, K & Noel, JR 2002, *Communicate!*, 10th edn, Wadsworth, Belmont, CA.

References cited from a Secondary Source

Wright, S 1996, *The way to go*, Allen & Unwin, Sydney, quoted in Cowdrey, C 1997,

An Article or Chapter in an Edited Book

Barry, P 1992, 'Controlling corruption', in *Policing Australia: Old issues new perspectives*, eds P Moir & H Eijkman, MacMillan, Melbourne.

An Article within a Journal (periodical)

Smith, DP 1996, 'Characters and cops', *Australian Policing Journal*, vol. 19, no. 5, pp. 323-342.

A Newspaper Article

Smith, DP, Jones, K & Wrightson, R 1999, 'The great English debate', *Sydney Morning Herald*, 8 August, p. 6.

Electronic Sources (World Wide Web)

Web site: The group of Web pages and documents that make up a Web site can generally be accessed from a single home or index page.

NSW Police n.d., *NSW Police on-line*, home page, viewed 29 April 2003, <<http://www.police.nsw.gov.au/main/>>.

Another example of a Web page with an author:

Crime Prevention Unit 1999, *Indigenous crime prevention projects*, Attorney-General's Department, South Australia, viewed 29 April 2003, <http://www.cpu.sa.gov.au/sa_indproj.htm>.

A Web page without an author: follow the same process as for anonymous works and begin with the title.

The nature of cults 2002, last edited 24 October 2002, Concerned Christians Growth Ministries Inc., Nollamara, WA, viewed 10 November 2002, <<http://www.ccgmm.org.au/articles/TheNatureOfCults1.html>>.

Punctuation must be exact. Be particularly careful in recording stops and slashes. The file address should be typed along the same line if possible.

Web page within a Web site: For a single page or related group of pages within a Web site, add the date (day and month of the most recent update or revision), the date document was viewed, and the URL or Internet address of the site or, if that is not available, URL of the main site.

NSW Police n.d., *Crime prevention in NSW*, viewed 29 April 2003, <<http://www.police.nsw.gov.au/prevention/prevention.cfm>>.



HOW DO I STUDY?

tape your notes



Write summaries at the end of units

Put summary notes on the back of the toilet door



Get mum/dad to "hear" what you need to memorise

CREATE MIND MAPS LINKING CONCEPTS

Study with friends and some pizza



WORK OUT HOW YOU BEST LEARN, ARE YOU:

- | | | |
|--------------------------|---|---|
| <u>Active</u> | - | Do you learn by doing? |
| <u>Kinesic</u> | - | non-verbal, remember after you have written, done, touched or made something? |
| <u>Reflective</u> | - | Do you learn by thinking things through? |
| <u>Verbal</u> | - | Learn through written and spoken word, talking things through, brainstorming in groups? |
| <u>Rote</u> | - | learn by memorizing, by repetition? |
| <u>Visual</u> | - | learn by seeing, reading, visualising (maps, pictures, diagrams, charts, films) |
| <u>Sequential</u> | - | learn best in linear, small, organised steps? |
| <u>Global</u> | - | learn in large jumps, making connections as you go? |