

Cecil Hills High School



Stage 4 – Year 7

2020

Assessment Policy Booklet

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Information for parents and students

This booklet outlines assessment procedures being followed at *Cecil Hills High School* in **Stage 4 – Year 7**. These are consistent with the General Guidelines issued by the NSW Education Standards Authority (NESA) and represent minimum requirements.

School-based grades

Learning Intentions will be reported with the gradings A, B, C, D or E, for all subjects. Students' grades will be based on our school's assessment of a student's performance against the Course Performance Descriptors in each subject.

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

Special Note on Reporting and Assessment

Students will be given assessment tasks so teachers can allocate grades based on a student's knowledge and skills in the subject. However, in half-yearly and yearly reports, the school will report on each student's overall progress, including attitude to learning (commitment to learning and social development). Students need to work hard and do their best in all set tasks, including classwork, as all tasks will contribute to final grades.

Assessment Tasks

Assessment tasks are intended to measure the student's total achievement in the course. They will be based on tasks set throughout the course.

Why have school assessments?

- It allows you to be given credit for developing skills and knowledge over a period of time.
- It allows for evaluation of your achievement in those parts of courses, such as field and practical work, which are difficult to examine formally.
- It increases the accuracy of your final mark by using multiple assessment tasks, rather than a single examination result.

What will be assessed?

- Such things as knowledge, and how you apply it, your ability to think critically, to analyse, to interpret and use evidence to manipulate ideas and materials, your practical performance and your ability to evaluate your own thinking.
- Students must follow task guidelines and meet deadlines as stated on the Assessment Notification Sheet, which will be provided a minimum of two weeks prior to the due date.

How will these assessments be made?

Assessment may constitute one of the following, after advanced notice (refer to subject specific assessment schedule):

- Oral/aural tests
- Class tests
- Reports
- Extended Responses
- Assignments
- Research
- Practical work
- Fieldwork
- Lectures and oral presentations
- Class notes
- Practical performances
- Formal examination

Some aspects of each course will be emphasised more than others. Your teacher in each course will indicate which are the most important. Marks you earn in formal examinations are worth varying amounts of your assessments, decided by course co-ordinators. These are listed in

Other Tests, Assignments and Projects

It must be understood that, while certain tasks are nominated as counting towards assessment, this does not mean that other tasks completed in class do not count and so can be neglected by students. These tasks could well be, for example, practice tasks which are the basis of student learning and critical preparation for the final assessment tasks. Students who do not complete all classwork could be viewed as not having satisfactorily completed the course.

YEAR 7: School Assessment Policy

Schedule of Assessment tasks:

- Tasks will occur frequently through the course, starting in Term 1, 2019, at the start of Year 8 courses.
- All students will be given an assessment schedule booklet indicating the assessment week(s) for each Stage 4: Year 8 course.
- You may be told marks and rankings for individual assessment tasks as they are marked.
- Where there is a change to be made from the original assessment schedule, faculties will notify students in writing two weeks before the new task date.

Failure to complete an assessment task

- Late submission of assessment items **will be:**
 - i. **Deducted 20%** of marks awarded after the first due date
 - ii. **Deducted 50%** of marks awarded after the second day
 - iii. **Deducted ALL MARKS and receive zero** after the third day

The above will be followed unless there are very extenuating circumstances in which a misadventure form should be completed and evidence provided (eg. Doctor's Certificate, etc.) and accepted by the Faculty Head Teacher.

- Students found guilty of malpractice will be awarded a **zero mark**.
- Students misbehaving during an in-class task will be deducted marks and may be given a zero mark at the discretion of the Head Teacher.
- Students / parents will be notified in writing when receiving a deducted or zero mark, via a Faculty Zero Letter.
- If a piece of work is incomplete at the time of submission, it should be submitted as is, and you will be given a mark on what has been completed.
- Task extensions will only be granted at the discretion of the Head Teacher in very extenuating circumstances, supported by written documentation.

Absent for an assessment task

If a student is absent for a task they must:

- See their teacher or Head Teacher on the **first day they return** back to school, whether they have the subject or not on that day, and hand in a completed **misadventure form (available from the Deputy Principal, or through Moodle)**. Reasons for the absence must be stated, and supported by documentation, e.g. a Doctors certificate.
- Where a student is absent for **non-medical reasons**, a satisfactory explanation in writing must be provided on a misadventure form and submitted to the Head Teacher of the faculty. **Absence due to a family holiday may not be accepted as a valid reason for missing an assessment task. A zero mark may be awarded in such circumstances.**
- An alternative task/examination or an estimate mark may be given at the school's discretion when an application for misadventure has been approved by the Head Teacher / Principal.
- Where a student is absent for more than the day of the task they must have a Doctor's Certificate explaining the entire absent period.
- A zero mark may be awarded if a student is **absent the day before a task is due**.
- Problems of any nature are referred to the appropriate Faculty Head Teacher.

Malpractice (e.g. cheating, copying) in assessment tasks:

What is cheating in an Assessment?

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating.

Here are some examples of behaviour considered to be cheating:

- Copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as your own
- Using material directly from books, journals, CDs or the internet without acknowledging the source
- Submitting work that contains a large contribution from another person, coach or subject expert, that is not acknowledged
- Paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.



The examples above are generally referred to as plagiarism.

What is Plagiarism?

Plagiarism is when you pretend that **you** have written or created work that someone else created.

- Should any student be found guilty of malpractice in an assessment task, he or she will be given a zero mark for the task. If malpractice occurs more than once a student may not be regarded as satisfying the school's requirements for the Course.
- Students are reminded that **all work** submitted for assessment is to be the work of their own person. Where resources and work of others is used, this must be appropriately cited. Cases of plagiarism will be investigated and students found to have inappropriately used others' work will be awarded a zero mark.
- Students should also take care when working with others that their work remains their own. Students may and will support their friends learning; however, students found to have allowed their work to be used by another student without acknowledgement will also be awarded a zero mark.

Use of Technology:

- When completing a task on a computer it is a student's responsibility to make sure there is more than one copy in case there is a problem accessing the task OR print the task off before the due date. **All hand-in tasks must be submitted on paper unless otherwise stated.**
- Technology and/or computer equipment failure may not be valid grounds for misadventure involving the late submission of tasks.
- Moodle is Cecil Hills High School's virtual learning environment allowing students to access work, collaborate and gain feedback from teachers. 
- Turnitin is a program integrated into our Moodle site which analyses student writing in all subjects. It allows students to guard against accidental malpractice. This displays plagiarism and identified areas where students need to be writing information in their own words, leading to increased subject content knowledge and writing skills. Any written component of your assessment should be submitted through Turnitin by the due date and time specified on the assessment notification. 
- Any assessment tasks which are plagiarised can result in a zero mark.
- Any inappropriate use of technology will result in disciplinary action.

Appeals Process:

- If you disagree with a mark, the matter must be discussed with the class teacher who will refer the matter on if necessary.
- Where no agreement is reached, the issue should be discussed with the Head Teacher.

Disability Provisions for Assessment Tasks and Formal Examinations

Information for Students and Parents

This information is to inform students who have a special examination need, and their parents, of the possibilities available to assist them during formal assessment tasks and examinations.

If you have a special examination need – whether it is related to a physical or medical condition, visual impairment, hearing loss, or a learning difficulty – you should read this and discuss it with your parents, Year Adviser, teacher or Learning and Support Teacher.

What are Disability Provisions?

Disability provisions provide students who have special needs with practical support in formal assessment tasks and examinations.

The school aims to offer practical support to students by allowing provisions such as special coloured examination papers, rest breaks, writers or readers, and permission to take medication.

Applying for Disability Provisions

- i. If you wish to apply for special examination provisions you should see your Year Adviser, or the Learning and Support Teacher.
- ii. The Year Adviser or Learning and Support Teacher will discuss the special provision process and eligibility requirements with you.

When a final decision has been made, the school will send you written notification of the approved and/or declined provisions.

Appeal procedures

If you wish to appeal against the school's decision to decline a provision for which you have applied, the appeal must be submitted within 10 working days of receiving your special provisions decision letter.

A note to parents

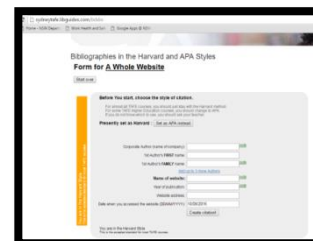
If you are concerned about whether special examination provisions apply for your child, you should contact the Year Adviser or Learning and Support Teacher at the school.

Referencing Policy - Bibliographies

Assessments which require a Bibliography MUST include a list of all resources you have used in your research. Bibliographies could include: books, websites, magazines, TV shows, YouTube videos or podcasts. Details of these resources are listed **alphabetically** in your Bibliography according to the **Author's last name**. At Cecil Hills High School the format that is required is the **Harvard Style** (otherwise known as the Author, date system).



Need help? Type (sydneytafe.libguides.com/biblio) into your browser. This will take you straight to Sydney Tafe Library Online. Make a Bibliography by clicking on your resource type from the list provided on this page. A citation is then produced which you can copy and paste into your Bibliography document. Remember you can always ask the school Library staff for assistance. The Library Moodle page also has referencing help as well.



Your bibliography should then be put into alphabetical order.

Examples of Bibliography Types:

Books

Authors surname, initial	Year of Publication	Title of Book (in italics)	Publisher	Place of Publication
Riley, T.	2009	<i>Year 11 Economics 2010</i>	Tim Riley Publications	Dee Why

Riley, T 2009, *Year 11 Economics 2010*, Tim Riley Publications, Dee Why.

Webpage – Owner or Writer of Site, Title of Page, Year Published, Date Viewed, URL

Owner or Writer of Site	Year of Publication	Title of Page (in italics)	Date viewed	URL
The World Bank	2015	<i>Country at a Glance-China</i>	20 February, 2015	http://www.worldbank.org/en/country/china

The World Bank 2015, *Country at a Glance- China*, viewed 20 February, 2015, <http://www.worldbank.org/en/country/china>

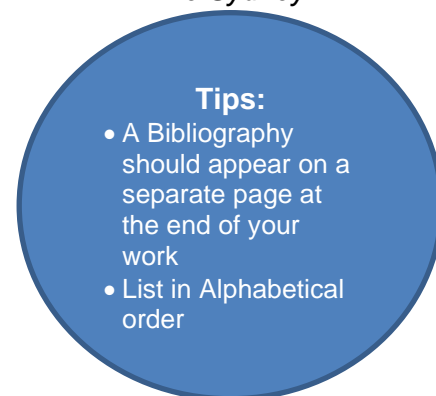
Newspaper article

Author surname, initial	Year of Publication	Title of Article	Newspaper name (italics)	Date Published	Page Number
Pascoe, M.	2015	Australians ...	<i>The Sydney Morning Herald</i>	February 20, 2015,	p.20

Pascoe, M 2015, 'Australians looking cheap as offshore bargain hunters move in' *The Sydney Morning Herald*, February 20, 2015, p.20.

YouTube Video

- title (if part of an ongoing series, list the episode title first, then the series name)
- year of recording
- format
- publisher/distributor
- place of recording
- date of recording (if applicable)



Fashion tales – Melbourne 2009, video, Channel 9 News Melbourne, 12 March, viewed 3 September 2011, http://www.youtube.com/watch?v=sLWfRzgo_4&NR=1

Key Word Definitions

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Year 7 Assessment Schedule Summary 2020

Term 1	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	Music
Week 6	Visual Arts
Week 7	Mathematics, Music
Week 8	Music
Week 9	English, History, Italian, Science
Week 10	
Week 11	

Term 2	
Week 1	
Week 2	Mathematics, Visual Arts
Week 3	
Week 4	Music
Week 5	English, Science, Visual Arts, Music, Italian
Week 6	History
Week 7	
Week 8	
Week 9	English
Week 10	

Term 3	
Week 1	
Week 2	
Week 3	Mathematics, Science
Week 4	Italian
Week 5	Music
Week 6	History, Visual Arts
Week 7	Music
Week 8	English, Music
Week 9	Mathematics
Week 10	

Term 4	
Week 1	
Week 2	Visual Arts
Week 3	Italian
Week 4	Mathematics, Music, English
Week 5	Science, History, Visual Arts, Music
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

English
Year 7
Assessment Schedule 2020

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 1 Week 9	1	Making My World	Composition – Life Writing	15%
Term 2 Week 5	2	Text & Story	Analytical Short Answer	15%
Term 2 Week 9	3	Text & Story	Creative Writing	20%
Term 3 Week 8	4	Poetry Construction	Speech	25%
Term 4 Week 4	5	On the Stage	Group Creative Task With reflection	25%
Total				100%

Mathematics
Year 7
Assessment Schedule 2020

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 1 Week 7	1 (CT1)	Whole Numbers Fractions	Written Examination (Open Page)	20%
Term 2 Week 2	2 (CT2)	Geometry Number/Indices	Written Examination (Open Page)	20%
Term 3 Week 3	3 (CT3)	Directed Number Algebra	Written Examination (Open Page)	20%
Term 3 Week 9	4 (CT4)	Perimeter and Area	Practical Task (Open Page)	20%
Term 4 Week 4	5 (CT5)	Decimals Perimeter and Area	Written Examination (Open Page)	20%
Fees: \$11.00			Total	100%

Science
Year 7
Assessment Schedule 2020

Due Date	Task Number	Topics	Task Type	Weighting %
Term 1 Week 9	1	Working Scientifically	Process & Practical	20%
Term 2 Week 5	2	Working Scientifically All mixed up	Mid-course Examination	30%
Term 3 Week 3	3	Cells and Classification	Research Assignment	20%
Term 4 Week 5	4	Fantastic Forces Cell and Classification	Final Examination	30%
Total				100%

History
 Stage 4
 Assessment Schedule 2020

Due Date	Task Number	Topics	Task Type	Weighting %
Term 1 Week 9	1	Investigating History	In-class Test	20%
Term 2 Week 6	2	Ancient Rome	Research and in class response	20%
Term 3 Week 6	3	Medieval Europe	Source Analysis Task	20%
Term 4 Week 5	4	Ancient China Medieval Europe The Black Death in Asia, Europe and Africa, Japan Under the Shoguns	Magazine	40%
Total				100%

Italian
Stage 4
Assessment Schedule 2020

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 1 Week 9	1	<i>Buongiorno, classe!</i> <i>Mi presento</i> (All language structures and vocabulary to date as well as unseen authentic Italian materials)	Communicating and Understanding: Responding to Italian written texts in English	20%
Term 2 Week 5	2	<i>La mia vita scolastica.</i> (General Authentic and Unseen Materials as well as all language structures and vocabulary to date)	Communicating and Understanding: Responding to Italian spoken texts in English	20%
Term 3 Week 4	3	<i>La mia famiglia.</i> (General Authentic and Unseen Materials as well as all language structures and vocabulary to date)	Communicating and Understanding: Responding to Italian spoken and written texts in English and Italian	30%
Term 4 Week 3	4	<i>Buongiorno, classe!</i> <i>Mi presento.</i> <i>La mia vita scolastica.</i> <i>La mia famiglia.</i> <i>Cosa ti piace?</i> (Student Directed)	Communicating and Understanding: Ecco la mia storia! (Multi-modal Presentation)	30%
Total				100%

Personal Development, Health and Physical Education
 Year 7
 Assessment Schedule 2020

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 1 Week 1 - Term 2 Week 4	1	Check Changes Roller Coaster of Life	Portfolio (ongoing)	20%
Term 1 Week 1 - Term 2 Week 4	2	Performance and participation in 3 practical units	Practical/ Participation	20%
Term 2 Week 5 - Term 4 Week 5	3	R.E.S.P.E.C.T/ Better Me	Portfolio (ongoing)	30%
Term 2 Week 5 - Term 4 Week 5	4	Performance and participation in 4 practical units	Practical/ Participation	30%
Fees: \$12.00			Total	100%

Music
Year 7 – Semester 1
Assessment Schedule 2020

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 1 Week 5	1	Composition	Theory 10% Practical 20%	30%
Term 1 Weeks 7/8	2	Performance	Practical	40%
Term 2 Weeks 4/5	3	Listening	Theory 30%	30%
Fees \$25.00			Total	100%

Music
Year 7 – Semester 2
Assessment Schedule 2020

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 3 Week 5	1	Composition	Theory 10% Practical 20%	30%
Term 3 Week 7/8	2	Performance	Practical	40%
Term 4 Week 4/5	3	Listening	Theory 10%	30%
Fees: \$25.00			Total	100%

Visual Arts
Year 7 – Semester 1
Assessment Schedule 2020

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 1 Week 6	1	2-Dimensional Studies 20% Artwork Analysis: The Frames 20%	Artmaking Critical & Historical Study	40%
Term 2 Week 2	2	3-Dimensional Studies 30% VAPD 20%	Artmaking	50%
Term 2 Week 5	3	Artwork Analysis: Artist Practice	Critical & Historical Study	10%
Fees: \$60.00			Total	100%

Visual Arts
Year 7 – Semester 2
Assessment Schedule 2020

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 3 Week 6	1	2-Dimensional Studies 20% Artwork Analysis: The Frames 20%	Artmaking Critical & Historical Study	40%
Term 4 Week 2	2	3-Dimensional Studies 30% VAPD 20%	Artmaking	50%
Term 4 Week 5	3	Artwork Analysis: Artist Practice	Critical & Historical Study	10%
Fees: \$60.00			Total	100%