

CECIL HILLS HIGH SCHOOL



Assessment Policy Handbook

Year 7, 2024

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Information for Parents and Students

This handbook 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

Areas of Learning 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 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 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 Semester 1 and Semester 2 reports, the school will report on each student's overall progress, including the Cecil Skills for Learning. Students need to work hard and do their best in all set tasks, including classwork, as all tasks will contribute to final grades.

Skills Assessed
COLLABORATE with others in online and face-to-face environments on a common goal
ENGAGE with real-world issues, opportunities, challenges, and problems
COMMUNICATE and convey ideas using a range of communication modes and tools for a variety of different forums
INNOVATE and create new ideas, services, products and solutions for situations and audiences/users
LEAD and self-regulate learning by thinking critically to plan, monitor and assess work

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

What will be Assessed?

- Such things as knowledge, and how students apply it, the ability to think critically, to analyse, to interpret and use evidence to manipulate ideas and materials, practical performance, and the ability to evaluate 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 schedules):

- | | | |
|----------------------|------------------------------|--------------------------|
| • Oral / Aural Tests | • Practical Work | • Assignments |
| • Class Test | • Fieldwork | • Research |
| • Reports | • Lectures and Presentations | • Practical Examinations |
| • Extended Response | • Class Notes | • Formal Examinations |

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 the attached course assessment schedules.

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

A. Schedule of Assessment Tasks:

- Tasks will occur frequently throughout the course, starting in Term 1, 2024, at the start of Year 7 courses.
- All students will be given an assessment schedule handbook indicating the assessment week(s) for each Stage 4: Year 7 course.
- Students 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.

B. Failure to complete an Assessment Task – Zero Mark:

- Late submission of assessment items **will be:**
 1. **Deducted 20%** of marks awarded after the first due date
 2. **Deducted 50%** of marks awarded after the second day
 3. **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 (e.g., 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 the student 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.

C. 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** to school and hand in a completed **Misadventure Form (available at the back of this handbook, or through the year group google classroom)**. Reasons for the absence must be stated, and supported by documentation, e.g., a medical certificate.

Year 7: School Assessment Policy

- 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.
- 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.
- Problems of any nature are referred to the appropriate Faculty Head Teacher.

D. 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, CD's, 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.

Year 7: School Assessment Policy

- 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.

E. 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.
- Google Classroom is Cecil Hills High School's virtual learning environment allowing students to access work, collaborate and gain feedback from teachers.
- An originality report is used to analyse student writing in all subjects. It allows students to guard against accidental malpractice. This displays plagiarism and identifies 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 by the due date and time specified on the assessment notification to ascertain it is all your own work.
- Any assessment tasks which are plagiarised can result in a zero mark.
- Any inappropriate use of technology will result in disciplinary action.

F. Appeals Process

- If students 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

Information for Parents and Students

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 a student has a special examination need – whether it is related to a physical or medical condition, visual impairment, hearing loss, or a learning difficulty – the student should read this and discuss it with their 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

1. If a student wishes to apply for special examination provisions they should see their Year Adviser, or the Learning and Support Teacher.
2. The Year Adviser or Learning and Support Teacher will discuss the special provision process and eligibility requirements with the student.

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

Appeal Procedure

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

A Note to Parents

If parents are concerned about whether special examination provisions apply for their child, they 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 20th February 2015

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=sLWfRzgo4&NR=1>

Tips:

- A bibliography should appear on a separate page at the end of your work
- List in alphabetical order

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 2024

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

English & History (Ongoing in TERM 1), Music, PDHPE & Visual Arts – Ongoing throughout the year

English

Task Number	Timing	Task Type	Topic(s)	Weighting %
1	Term 1 Ongoing	Formative Life Writing	Who Do Think You Are	25
2	Term 2 Week 10	Analytical Peel Paragraphs	Text & Story	25
3	Term 3 Week 9	Creative	Close Study of a Novel	25
4	Term 4 Week 5	Group Creative Task Script and Individual Reflection	On the Stage	25
Total %				100
This course uses a combination of summative and formative tasks to determine the outcomes and grades. Formative Assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs and academic progress. The evidence of learning will be demonstrated in their class achievements for this topic. Summative assessment is a method of evaluation used to measure student learning, skill acquisition, and academic achievement at the conclusion of topics.				

History

Task Number	Timing	Task Type	Topic (s)	Weighting %
1	Formative Ongoing Term 1	Formative Assessment	Investigating History	20
2	Term 2 Week 4	Persuasive Writing Task	Ancient Egypt	20
3	Term 3 Week 6	Extended Response	Medieval Europe	20
4	Term 4 Week 5	Final Examination	Ancient China, Medieval Europe, The Black Death	40
Total %				100

This course uses a combination of **summative and formative** tasks to determine the outcomes and grades. Formative Assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs and academic progress. The evidence of learning will be demonstrated in their class achievements for this topic. Summative assessment is a method of evaluation used to measure student learning, skill acquisition, and academic achievement at the conclusion of topics.

Italian

Task Number	Timing	Task Type	Topic (s)	Weighting %
1	Term 1 Week 9	Speaking Formative Communicating in Italian Interview (speaking) Interacting ML4-INT-01	Buongiorno, Classe! Mi presento (All language structures and vocabulary to date as well as unseen authentic Italian materials)	20
2	Term 2 Week 4	Listening Summative Responding to Italian spoken texts in English Understanding texts ML4-UND-01	La mia vita scolastica (General Authentic and Unseen Materials as well as all language structures and vocabulary to date)	30
3	Term 3 Week 4	Reading and Writing Summative Responding to spoken and written texts in English and Italian Understanding texts ML4-UND-01 Creating texts ML4-CRT-01	La mia famiglia (General Authentic and Unseen Materials as well as all language structures and vocabulary to date)	30
4	Term 4 Week 3	Reading Formative Responding to written texts in English Understanding texts ML4-UND-01	Il cibo Italiano e la cultura Italiana (General Authentic and Unseen Materials as well as all language structures and vocabulary to date)	20
Total %				100

This course uses a combination of **summative and formative** tasks to determine the outcomes and grades. Formative Assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs and academic progress. The evidence of learning will be demonstrated in their class achievements for this topic. Summative assessment is a method of evaluation used to measure student learning, skill acquisition, and academic achievement at the conclusion of topics.

Mathematics

Task Number	Timing	Task Type	Topic(s)	Weighting %
1	Term 1 Week 7	Written Examination (Open Page)	Whole Numbers Fractions	25
2	Term 2 Week 3	Written Examination (Open Page)	Geometry Number/Indices	25
3	Term 3 Week 8	Take Home Assignment	Directed Number Angles	25
4	Term 4 Week 4	Written Examination (Open Page)	Decimals Perimeter and Area	25
Total %				100
Course Fee: Mathletics \$ 15.00				

Music

Timing	Tasks	Task Type	Topic(s)	Weighting %
Semester 1	Ongoing tasks throughout the year	Theory	Australian Music/Classical Music	Theory 30%
		Practical/Composition	Film Music	
Semester 2		Practical/Theory	Contemporary Music	Practical 70%
		Composition	Music and Meaning	
Course Fee: \$25				Total: 100%
<p>This course uses Formative Assessment to determine the outcomes and grades. Formative Assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs and academic progress. The evidence of learning will be demonstrated through various practical music activities and theoretical tasks. All work is documented in Google Classroom. The course will only have an assessment grade printed on the report.</p>				

Personal Development, Health, and Physical Education

Due Date	Tasks	Topic(s)	Task Type
Semester 1	Ongoing tasks throughout the year	Ch-ch-ch-changes Life is a Circus	Formative Assessment (Ongoing)
		Performance and participation in 3 practical units	Practical / Participation
Semester 2		R.E.S.P.E.C.T Here Comes the Sun	Formative Assessment (Ongoing)
		Performance and participation in 4 practical units	Practical / Participation

This course uses Formative Assessment to determine the outcomes and grades. Formative Assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs and academic progress. The evidence of learning will be demonstrated in a portfolio of learning. This course will not have an assessment mark printed on the report.

Science

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

Visual Arts

Timing	Tasks	Task Type	Topic(s)	Weighting %
Semester 1	Ongoing tasks throughout the year	Critical and Historical Study	Artwork Analysis	Theory 30%
		Artmaking	2 Dimensional Studies	
Semester 2		Critical and Historical Study	Artwork Analysis	Practical 70%
		Artmaking	3 Dimensional Studies and VAPD	
Course Fee: \$95.00 (Includes Visual Arts Process Diary)				Total: 100%

This course uses Formative Assessment to determine the outcomes and grades. Formative Assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs and academic progress. The evidence of learning will be demonstrated through artmaking activities and the studying of artists and their art. All work is documented in their Visual Arts Process Diary. The course will not have an assessment mark printed on the report.



Cecil Hills High School

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CRICOS: NSW Department of Education – Schools
CRICOS Provider: 00588M

STUDENT ILLNESS, ACCIDENT OR MISADVENTURE APPEAL – YEARS 7 TO 10

Student's Name _____ Year _____

I hereby request a review in:

Course _____

Assessment task _____

Due Date _____

Reason(s) for appeal:

I have attached medical certificates from Doctor _____
(name of doctor)

This form is acknowledged and signed by Doctor _____
(signature) (date)

Medical Centre Stamp to be inserted where possible:

Date ____/____/____ Time _____ am/pm Name of Teacher _____

Signed _____ Date _____
(Student)

Signed _____ Date _____
(Parent/Guardian)

**STUDENTS MUST HAND THE COMPLETED FORM, TOGETHER WITH CERTIFICATE AND/OR STATEMENTS
TO THE HEAD TEACHER OF THE SUBJECT**

School use only:

Comment by Head Teacher _____

Head Teacher's signature _____ Date _____

Entered on Sentral _____ (date) HT initial _____

Comment by Principal _____

Principal's signature _____ Date _____

Completed form and certificate to supervising Deputy Principal for filing