

CECIL HILLS HIGH SCHOOL



# Assessment Policy Handbook

Year 7, 2023

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## Information for Parents and Students

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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
<b>A</b>	The student has <b>extensive</b> 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>B</b>	The student has a <b>thorough</b> 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.
<b>C</b>	The student has a <b>sound</b> 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.
<b>D</b>	The student has a <b>basic</b> knowledge and understanding of the course content and has achieved a limited level of competence in the processes and skills of the course.
<b>E</b>	The student has an <b>elementary</b> 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.

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

# Assessment Tasks

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**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

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### A. Schedule of Assessment Tasks:

- Tasks will occur frequently throughout the course, starting in Term 1, 2023, 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

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- 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

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- 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 oriinality 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

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## 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

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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](http://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	<a href="http://www.worldbank.org/en/country/china">http://www.worldbank.org/en/country/china</a>

The World Bank 2015, *Country at a Glance- China*, viewed 20<sup>th</sup> 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

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

## Year 7 Assessment Schedule 2023

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

PDHPE is ongoing

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# English

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<b>Task Number</b>	<b>Timing</b>	<b>Task Type</b>	<b>Topic(s)</b>	<b>Weighting %</b>
<b>1</b>	<b>Term 1 Week 9</b>	Composition – Life Writing	Making My World	<b>15</b>
<b>2</b>	<b>Term 2 Week 3</b>	Analytical Short Answer	Text & Story	<b>15</b>
<b>3</b>	<b>Term 2 Week 9</b>	Persuasive PEEL Paragraphs	Text and Story	<b>20</b>
<b>4</b>	<b>Term 3 Week 8</b>	Speech	Poetry Construction	<b>25</b>
<b>5</b>	<b>Term 4 Week 4</b>	Short Answer with Creative Drama Performance (Week 9)	On the Stage	<b>25</b>
<b>Total %</b>				<b>100</b>

# History

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<b>Task Number</b>	<b>Timing</b>	<b>Task Type</b>	<b>Topic(s)</b>	<b>Weighting %</b>
<b>1</b>	<b>Term 1 Week 6</b>	Museum Exhibit/Source Analysis	Investigating History	<b>20</b>
<b>2</b>	<b>Term 2 Week 4</b>	Persuasive Writing Task	Ancient Egypt	<b>20</b>
<b>3</b>	<b>Term 3 Week 6</b>	Extended Response	Medieval Europe	<b>20</b>
<b>4</b>	<b>Term 4 Week 5</b>	Final Examination	Ancient China, Medieval Europe, The Black Death, Japan Under the Shoguns	<b>40</b>
<b>Total %</b>				<b>100</b>

# Italian

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

# Mathematics

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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
<b>Total %</b>				<b>100</b>
<b>Course Fee: Mathletics \$11.00</b>				

# Music

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Task Number	Semester 1	Semester 2	Task Type	Topic(s)	Weighting %
1	Term 1 Week 8	Term 3 Week 8	Theory	Theory Examination	30
2	Term 1 Week 10	Term 3 Week 10	Practical	Performance	35
3	Term 2 Week 5	Term 4 Week 5	Theory / Practical	Composition	35
<b>Total %</b>					<b>100</b>
<b>Course Fee: \$35.00</b>					



# Personal Development, Health, and Physical Education

Timing	Tasks	Task Type	Topic(s)	Weighting %
Semester 1	Ongoing tasks Throughout the year	Portfolio (Ongoing)	Ch-ch-ch-changes Life is a circus	Theory 50%
		Practical/ Participation	Performance and participation in 3 practical units	
Semester 2		Formative Assessment	R.E.S.P.E.C.T Here comes the Sun	Practical 50%
		Practical/ Participation	Performance and participation in 4 practical units	
				<b>Total: 100%</b>

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. The course will not have an assessment mark printed on the report.

# Science

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

# Visual Arts

Task Number	Semester 1	Semester 2	Task Type	Topic(s)	Weighting %
1	Term 1 Week 8	Term 3 Week 8	Artmaking Critical and Historical Study	2 Dimensional Studies 30% Artwork Analysis 10%	40
2	Term 2 Week 3	Term 4 Week 3	Artmaking	3 Dimensional Studies 30% VAPD 10%	40
3	Term 2 Week 5	Term 4 Week 5	Critical and Historical Study	Artwork Analysis	20
<b>Total %</b>					<b>100</b>
<b>Course Fee: \$95.00</b>					



# Cecil Hills High School

**Principal - Mark Sutton**  
50 Spencer Road Cecil Hills NSW 2171  
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Fax (02) 9822-1436  
cecilhills-h.school@det.nsw.edu.au  
CRICOS: NSW Department of Education – Schools  
CRICOS Provider: 00588M

Date: \_\_\_\_\_

## 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.