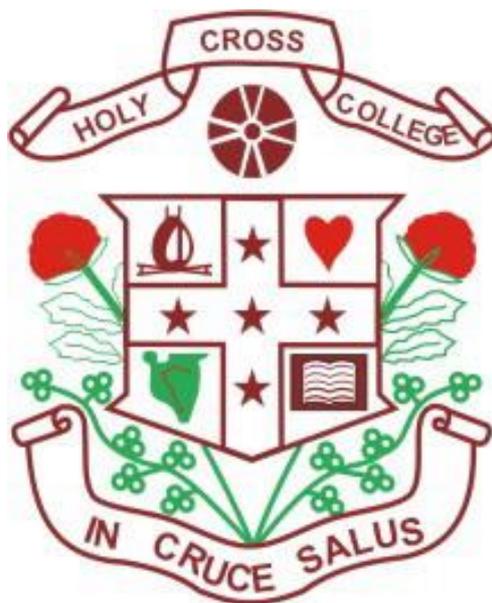


# Holy Cross College, Ryde



## Stage 4 Course Assessment Manual

2017

Years 7 and 8

*Founded 1891 in the Tradition of the Patrician  
Brothers*

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## INTRODUCTION

The aim of the handbook is to express in detail how the Assessment Task Programme for Stage 4 is organised at Holy Cross College. It contains an explanation of procedures for assessment tasks in courses provided by the College.

It is important that students know for all subjects:-

- what is to be assessed
- how it is to be assessed
- when it will be assessed

These assessment procedures should reward diligent students, while inadequate effort will be penalised by poor results. Today's assessment programme demands consistent and effective work patterns, a commitment to meeting deadlines and a determination to present work of the highest standard. Indeed, these will be the hallmarks of the successful student.

Through their sons, and by contact with the College, parents are urged to familiarise themselves with the assessment programme. Parents can help and encourage their sons to manage these tasks in order to plan and organise an effective study programme, which will assist them in achieving their academic potential.

This handbook includes:-

The School Assessment Task Policy and the general procedures, which are followed by all. Despite our best intentions, it is possible, as with any large assessment programme that changes may occur. Any change, if it does occur, is expected to be minor and ample forward notice will be given to the students involved.

Thanks to the staff members who have contributed to the development of the Stage 4 Assessment Programme. Should you have any questions regarding assessment in a particular subject then you should contact the relevant Subject Coordinator in the first instance.

Achieving one's best will be the reward for those whose study habits are firmly established in the early years of secondary schooling.

Finally, boys and parents are encouraged to access the Year 7 and 8 Assessment Calendars and Assessment Details documents to assist with organisation and planning. It is located on the College website under the Current Students tab.

I hope that the year ahead is both enriching and rewarding.

**Mr Michael Croucher**  
**Director of Learning & Curriculum**

## KEY LEARNING AREA COORDINATORS

Department	Co-ordinator	Subjects
Creative Arts	Mr Peter Keogh	Music Visual Arts
English	Mrs Victoria Keech	English ACE - English
Human Society and its Environment (HSIE)	Mr Paul Sands	ACE - History/Geography
LOTE	Mr Mark Mustapic	Japanese (Year 8)
Mathematics	Mr Paul Hajjar	Mathematics
PD/Health/PE	Mr Richard Kemp	PDHPE
Religious Education	Mrs Ivanka Rancic	ACE - Religion
Science	Mr Jerome Capistrano	Science
Technology and Applied Studies (TAS)	Ms Sabnam Kanta	Technology

# ASSESSMENT GUIDELINES

## 1. Rationale of Assessment

The College assessment procedures will: -

1.1 reflect principles of justice, tolerance and accountability in keeping with the Catholic nature of the College community and the College Mission Statement.

1.2 contribute rather than detract from, the quality of learning.

1.3 enhance the individual student's total development including the achievement of self-esteem, self-discipline and positive attitudes towards learning.

In implementing its assessment procedures, the school has an obligation to:

1.4 observe the regulations laid down Board of Studies and Teaching Standards NSW (BOSTES).

1.5 inform and consult parents, students and teachers regarding the purposes, processes and outcomes of the School's assessment program.

1.6 respond to the need for academic and pastoral support for all students particularly those who are atypical, unsuccessful, underachieving or experiencing some other forms of distress.

## 2. The Purpose of Assessment

2.1 Assessment tasks are designed to measure achievements in a wider range of syllabus objectives than can be measured in an examination. They measure performance in the whole course.

## 3. Frequency and Scheduling of Formal Assessment Tasks

3.1 Tasks used to determine the final assessment mark are known as Assessment Tasks. An Assessment Task may include examinations, tests, assignments and projects.

3.2 The date for submissions of Assessment Tasks will be clearly made known to students. No task will be given unless reasonable notice has been given.

The time required for reasonable notice will vary depending on the nature of the task and subject. An absolute minimum of two weeks notice is required for any assessment task. Teachers in charge have the right to vary an assessment schedule if circumstances require it.

3.3 Formal Assessment Tasks should be derived from the normal assessment activities associated with the conduct of the course.

3.4 The dangers of over-assessment should be avoided. The upper limit on the number of tasks will vary depending on the nature of the subject.

#### 4. Absence From or Late Submission of Assessment Tasks

4.1 Students who are absent from an assessment task, or fail to submit an assessment task on the required date, will incur no penalty if they have an acceptable reason. An acceptable reason includes significant illness, accident or misadventure and must be supported by documentation such as a letter from parents.

4.2 Late submission of assignment type tasks without an acceptable reason will incur a penalty of:-

- 25% 1 day
- 50% 2 days
- 100% 3 days late of the maximum possible score for each day late

4.3 Absence from a test/examination type task with an acceptable reason should incur no penalty. In these circumstances, the student should be given a substitute task.

4.4 If circumstances prevent the administering of a substitute task, the KLA Coordinator may give approval for an estimate mark to be given.

4.5 A student will be deemed to have made no submission on an assessment task if he:-

- A. has not submitted the task within three school days of the due date;
- B. is absent from a task with no valid reason; in such cases, the KLA Coordinator should be informed and the student may be awarded zero marks.
- C. is found to have cheated or aided another student to cheat.
- D. does not make a serious attempt to answer the question or complete the task.

In such cases (a) through (d), the KLA Coordinator should be informed and the student may be awarded zero marks.

4.6 Students who are deemed to have made no/unsatisfactory submission will have a letter sent home to inform parents of this result. Though these students receive ZERO marks they are still required to submit the task.

### College Procedure For Late Submission

The class teacher will:

1. **Day One:** Communicate non-submission to parents via the College Student e-Diary.
2. **Day Two:** Communicate non-submission to parents via telephone conversation.
3. **Day Three:** Non-submission of Assessment Task notification (and subsequent detention) and a letter sent home.

# **ROLES IN AREAS OF SPECIAL RESPONSIBILITY IN RELATION TO ASSESSMENT**

## **Responsibilities:**

### **School**

5.1 The whole school, under the guidance of the Principal, will be responsible for: -

- establishing policies and procedures across the school which ensure a consistent approach to such things as advice to students, appraisal, recording and reporting practices.
- ensuring that staff are fully aware of school assessment policies and procedures.
- ensuring the valid distribution of grades in different subjects.
- ensuring that students and their parents are fully aware of the scheme, including their rights and responsibilities.

### **Leaders of Learning**

5.2 The KLA Coordinator will be responsible for:-

- ensuring that the teachers are fully aware of the requirements of BOSTES and the School.
- establishing consistent practices within the subject(s)
- determining how comparability between different classes will be achieved
- ensuring that students are informed of their responsibilities and the details of the assessment program.
- establishing the method of recording assessment data.
- monitoring individual teachers' grading determinations.

### **Teachers**

5.3 Teachers will be responsible for:-

- setting assessment tasks related to the course objectives.
- informing students as to what is expected of them.
- measuring the degree of student achievement.
- recording observations using marks, grades or comments.
- providing appropriate feedback to students on each task.
- making a judgment of each student's level of achievement by choosing the most appropriate overall description in the Grading Task Descriptions

## Director of Curriculum and Learning

5.4 The Director of Curriculum and Learning is responsible for:-

- Knowing the policy of BOSTES, the school and tertiary institutions.
  - Monitor emerging policy from BOSTES, tertiary institutions and CSO, so as to ensure that:
    - staff, students and parents have up to date information re assessment
- internal school policies and practices remain compatible.
- Publish annually the Assessment Handbook for staff and students/parents, which provides relevant extracts from school and subject policies.
- Coordinate and facilitate the development and implementation of the subject assessment policies by:-
  - informing and advising Leaders of Learning
  - checking to ensure that guidelines and weightings are observed.
  - keeping the school assessment calendar and by monitoring the schedule of formal assessment tasks.
  - acting as an intermediary between the Leaders of Learning and the Principal concerning estimation of formal assessment marks
  - storing backup copies of formal assessment marks.
- Monitor the implementation and impact of the school policy/practices on students and staff.
- Manage the periodic review, redevelopment and publication of the school assessment policy and procedures.
- Keep a copy of all final assessment task marks with weights and tasks clearly indicated.

## **SUBJECT ASSESSMENT TASK PROGRAMMES**

The Assessment Task requirements for each subject are shown in the following section. They include:-

- The components and their weights as specified in the Subject Manual.
- The number of tasks that make up the assessment program.
- An indication of when the various Assessment tasks will take place. In addition there must be provision for adequate notice of the precise timing of each task.
- The mark value of each task in relation to the total number of marks for the course.
- The nature of each Assessment task e.g. assignment, test, project, etc.
- Details of any additional administrative arrangements associated with each task.

Assessment Task schedules for each subject can be accessed via the College website - Current Student - Assessment Details - Year 7 or Year 8.

# PLAGIARISM

## ***What is plagiarism?***

Plagiarism is using the work, words and ideas of others without acknowledging their authorship or giving them credit for their original work. It is dishonest and may also be fraud if you are gaining a benefit from stealing another's work and passing it off as your own.

## ***How can work be plagiarised?***

- by copying the writer's exact words without using quotation marks or giving the source
- by using the writer's ideas but writing them in your own words and presenting the ideas as your own
- by buying or borrowing someone else's assignment and copying it
- by cutting and pasting work from several different sources
- by quoting a small part of the original and presenting the remainder as your own

## ***How do I know if I am plagiarising work?***

Ask yourself these questions?

- Have I read information or books on this subject?
- Am I using any of this information?
- Am I looking up information as I am working on this assignment?
- If your answer is 'yes' to any of these questions then the books and information you have consulted should be acknowledged in quotations marks, footnotes or your bibliography.

## ***How do I guard against plagiarism?***

- Take careful notes and when you use exact words from the source, enclose those words in quotation marks.
- Be clear about which parts you have quoted, which parts you have rewritten in your own words (paraphrased), which parts you have summarised, which parts are your own thoughts and ideas that have occurred to you as you have been reading. If necessary, colour-code each section of notes.
- Write down the details of all the sources you use including web pages. It is a good idea to print out the first page of a web resource so you have a record of the source.
- Keep all your notes and sources until your assignment is marked.
- Acknowledge sources in the main body of the text using brackets or footnotes, and in your bibliography at the end of your assignment.
- If you cannot trace the source but know the words or ideas are not your own, let your reader know this.
- Use your own words and ideas as much as possible. Your teachers know how you normally write and express your ideas so it is usually foolish to try to deceive them.
- Discuss the issue with your teachers so you are clear about their expectations.

## ***What are the penalties for plagiarism?***

- You will lose your marks and may fail.
- You may be found guilty of cheating and face disciplinary action.
- You may be sued by the owner of the work you copied.
- You will have missed the chance to improve and deepen your learning.

## ***Declaration of Originality***

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person or myself, nor material which to a substantial extent has been accepted for the award of any other unit, degree or diploma of a university or any other institute of higher learning, except where due acknowledgment is made in the text.

Signature: .....

## BOSTES GLOSSARY OF KEY TERMS

Syllabus outcomes, objectives, performance bands and examination questions have keywords that state what students are expected to be able to do. A glossary of keywords has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

<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 (analysis/evaluation)
<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

# GUIDE TO REFERENCING

## Harvard Method

When writing assignments you will need to acknowledge the bibliographical references of all sources and resources you have used. A bibliography needs to describe a source precisely enough for a reader to identify and locate it, if necessary.

This method of citing (quoting) resources is standardised and is known as the Harvard method. A bibliography should be included at the end of an assignment, with entries listed alphabetically. The following information briefly tell you which details are required for a book, a journal article, and an Internet website.

### **Book**

- a) surname of author or editor, initials
- b) year of publication
- c) title
- d) series and volume, if any
- e) edition, if other than first
- f) publisher
- g) place of publication
- h) page number

**Example:** Darwin, C. 1968. *Origin of Species*. Penguin, London

### **Journal Article**

- a) name of author
- b) year of publication
- c) title of article
- d) title of periodical (underlined or in italics)
- e) volume number
- f) issue number
- g) page number

**Example:**

Shea, T. W. 1959. 'The Car.' *Modern Motor*, Vol. 2, April 1998. p.32

### **Internet**

- a) name of author
- b) date of publication (if present)
- c) title of website
- d) website address

**Example:** ASTEC, 1994. *The Network Nation*, Available at: <http://www.astec.gov.au>

### **Footnoting**

There are two ways of acknowledging references or sources in the text of essays, rather than including a separate footnote:

- a) name of author, year of publication, and page number (in brackets)

**Example:** Iron is the second most abundant metal in the earth's crust (Brown 2001, p.94)

OR

b) author's name integrated into text of assignment followed by the year of publication (in brackets) **Example:** Brown (2001, p.94) maintains that iron is the second most abundant metal in the earth's crust