

Holy Cross College, Ryde



Year 7
Course Assessment Manual
2010

Founded 1891 in the Tradition of the Patrician Brothers

TABLE OF CONTENTS

Item	Page
Assessment Policies and Procedures	
Introduction	2
Assessment Guidelines	3
- Rational for assessment	
- Purpose of assessment	
- Sequencing and scheduling of assessment tasks	
- Absent/late submission of assessment tasks	
Roles of responsibility in relation to assessment	5
Plagiarism	7
BOS Glossary of Key Terms	8
Referencing	9
Subject Coordinators	12
Assessment Task Schedules	
Religious Education, English & History	13
Mathematics	14
Music	15
PDHPE	16
Science	17
Technology	18
Visual Arts	19

INTRODUCTION

The aim of the handbook is to express in detail how the Assessment Task Program for Year 7 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 subjects.
- The Subject Assessment Task Policies and Programmes showing the tasks, timing and relative weightings.

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 boys involved.

Thanks to the staff members who have contributed to the development of the Year 7 Assessment Programme.

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

Mr Mark Compton
Curriculum Coordinator

ASSESSMENT GUIDELINES

1. Rationale for 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 by the Board of Studies.
- 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

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 / 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 Subject 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 Subject 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 Subject Coordinator should be informed and the student may be awarded zero marks.

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

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

Subject Coordinators

5.2 The Subject Co-Ordinators will be responsible for:-

- ensuring that the teachers are fully aware of the requirements of the Board 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 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

Curriculum Coordinator

5.4 The Curriculum Coordinator is responsible for:-

- Know the policy of the Board, the school and tertiary institutions.
- Monitor emerging policy from the Board, tertiary institutions and CEO 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 Subject Coordinators
 - 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 Subject Coordinators and the Principal concerning estimation of formal assessment marks
 - storing back-up 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.

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:

BOS GLOSSARY OF KEY TERMS

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

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

Account	Account for state reasons for, report on. Give an account or 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 (analysis/evaluation)
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

REFERENCING

Provided below are some examples of how all data collected from outside sources e.g. books should be referenced in all assignment work. Students should refer to the College diary for information on using the Harvard system of referencing the accepted method by the College and Universities.

1. Vladimir Nabokov, *Look at the Harlequins!* (London: Weidenfeld and Nicholson, 1975).
2. Philippa Foot (ed.), *Theories of Ethics* (London: OUP, 1967), pp.20-32.
3. W.C. Sellar & R.J. Yeatman, *1066 and all that* (Harmondsworth: Penguin, 1960)
4. Sir Ernest Gowers, *The Complete Plain Words* (2nd ed., rev.Sir Bruce Fraser, London: HMSO, 1973), ch.4.
5. David Lewis, *We, the Navigators: The Ancient Art of Landfinding in the Pacific* (Canberra: ANUP, 1973), plate xii.

First References: Articles

For articles and papers in periodicals, newspapers, books, reports of proceedings etc., the information required is set out in the following order:

author's initial(s) or given name(s) and surname

title of the article (in inverted commas)

name of the periodical, newspaper or book (italics or underlined)

title of series, if any

volume and year (if a periodical) and if possible, number and month of issue as well

date of issue (if a newspaper)

publisher (if a book)

place and date of publication (if a book)

page numbers or section reference

Note: Use double or single inverted commas consistently. For a quotation within a quotation, use whichever you are not using normally.

Later References

The second and subsequent references to a source need not be as complete as the first, but should still give the reader a clear indication of the place where the fact, opinion or quoted words are to be found. There are two main ways of achieving this.

(A). Short Title Method

The simplest method of giving a later reference to a book is to use an abbreviated form of the first citation. Suppose, for example, that the first reference reads:

1. C.H. Currey, *The Irish at Eureka* (Sydney: Angus & Robertson, 1954), p. 99.

then, if no other work by Currey is referred to, a later reference could read simply:

5. Currey, p. 102.

But if two or more works by the same author are referred to in the one essay, later references may differentiate between them by using a short title of each work, as well as the author's name. Thus a series of footnotes could appear as follows:

1. Weston Bate, *Lucky City: the First Generation at Ballarat* (Melbourne: M.U.P., 1978), p. 96.
2. John Molony, *Eureka* (Ringwood, Vic.: Penguin, 1989), p. 128.
3. Bate, p. 116.
4. John Molony, *I am Ned Kelly* (Melbourne: Allen Lane, 1980), p. 63.
5. Molony, *Eureka*, p. 156.

Similarly, second and subsequent references to an article may be abbreviated forms of the first citation, for example the following reference:

1. B.C. Newling, "The Gold Diggers", *Journal of the Royal Australian Historical Society*, II, 5 (1925), p. 263.

could appear later as:

4. Newling, "Gold Diggers", p. 265.

(B) Abbreviation Method

- (a) If reference is made to a different page of source supplied immediately above it is possible to use the term *ibid.*

Example

1. Elizabeth Prince, *Green Politics Today* (London: Routledge, 1994), pp. 158-63.
2. *ibid.*, p. 247.

- (b) If reference is made to the same page of the same work as an earlier but not immediately preceding reference, the last name of the author and the phrase *loc cit.* are used.

Example

5. Smith, *loc cit.*

- (c) If reference is made to a different page of the same work as an earlier, but not immediately preceding, reference, then *op. cit.* precedes page reference but follow author's name.

7. Jones, *op. cit.*, p.138.

References to Unpublished Sources

These can be given in similar fashion to articles or books, with author's name (if known), title (*not* underlined or in italics in this case), followed by other details such as date, archival location etc. Use your common sense.

Examples

8. W. Parmenter, Hisotry of Fort Apache, 1870-1900, M.A. Thesis, Santa Fe College, 1968, p. 121.
9. I.M.A. Looker, Letter to A.B. See, 21 April 1902, See Papers, Mitchell Library, Sydney.
10. J.J. Giltinan, It's My Game, lecture, Rugby League House, Sydney, 1 April 1998.
11. B. Simpson, Interview with Author, 2 April 1997.

References to Electronic Sources

Use of CD-Roms and the Internet has raised problems for referencing. Again, these references can be given in similar fashion to articles or books, with author's name (if known), title (do use invented commas and italics in these cases), followed by other details like publisher, date, website URL etc. Use your common sense.

Examples

13. M. Jackson, "American Pop Music and its Influence on Australian Marriage Customs 1960-96," *The Electronic Journal of Australian and New Zealand History*, X, 2 (1998),
URL <http://www.jcu.edu.au/aff/history/> 25 May, 1998.
14. S.K. Warne, "How not to do it," *Cricket CD-Rom*, Melbourne: A.C.B., 1995.

Problems of Footnoting

With quotations within quotations or quotations of other sources within your sources, use a form of words such as the following:

7. Cicero (ancient writer), quoted by J. Smith, *How to be friendly with Foreigners* (Baghdad: Hussain University Press, 1998), p. 26.
8. A. Brown, *The Wit and Wisdom of Tariq Aziz*, p. 31, quoted by Smith, p. 27.

Or simply say in the text, "as Cicero wrote, ..." and give only *your* source in the footnote.

If you have problems with unusual sources etc., ask your KLA or Year Coordinator.

SUBJECT COORDINATORS

Department	Coordinator	Subjects
Creative Arts	Ms Jennifer Tighe	Music Visual Arts
English	Ms Rhonda Huntly	English
HSIE	Mr Michael Croucher	Geography History
Mathematics	Mr Paul Hajjar	Mathematics
PD/PE/Health	Mr Damian Chase	PD/H/PE
Religious Education	Mrs Belinda Jreige	Religious Education
Science	Mrs Joelle Camps-Vazquez	Science
TAS	Ms Vanessa Bain	Technology

Year 7 – Religious Education, English, History

Assessment Schedule

Task No	Timing	Assessment Type / Topic	Component	Weighting
1	Term 1 Week 6	<p>Project Based Portfolio Task - Where Am I?</p> <p>Outcomes <i>Religion: B7-1 S2, S3</i> <i>English: 1,2,3,4,10,11</i> <i>History: 4.1, 4.5, 4.6, 4.8</i></p>	Religious Education 20% English 20% History 20%	20%
2	Term 2 Week 10	<p>Project Based Portfolio Task - Perceptions of the World.</p> <p>Outcomes <i>Religion: C7-3 S1, S3, S4; D7-1 S2, S4, S5</i> <i>English: 1, 2, 3, 4, 9</i> <i>History: 4.4, 4.7, 4.9, 4.10</i></p>	Religious Education 30% English 30% History 30%	30%
3	Term 3 Week 9	<p>Project Based Portfolio Task - Representations of</p> <p>Outcomes <i>Religion: A7-1 S2, S4; A7-2 S3, S4, S5</i> <i>English: 5, 6, 7, 11</i> <i>History: 4.1, 4.6, 4.8, 4.10</i></p>	Religious Education 30% English 30% History 30%	30%
# 4	Term 4 Week 8	<p>Project Based Portfolio Task - Conscience and Responsibilities</p> <p>Outcomes <i>Religion: E7-1 S1, S3, S5</i> <i>English: 4, 6, 7, 8, 9</i> <i>History: 4.2, 4.3, 4.10</i></p>	Religious Education 20% English 20% History 20%	20%
			Total	100%

Task 4 will incorporate the end of year exam for Religion, English and History

The **Project Based Tasks** will comprise of a number of activities that will be used to assess the outcomes for Religious Education, English and History. The activities may comprise of a variety of skills, including writing, oral presentations, research, IT, practical tasks and may be completed individually, in groups in the classroom or at home. The due date refers to the final date all activities must be completed. The due date for the individual activities will be set by the class teacher.

Mathematics

Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 8	NS3.1-3.5 NS4.1	In Class Test	Beginnings in Number, Exploring Number-Order and Structure	40%
2	Term 2 Week 6	PAS4.1-4.2 SGS 4.2 NS4.3	Half Yearly Examination	Patterns & Algebra, Angles, Decimals.	60%
Total for Semester 1					100%
3	Term 3 Week 6	SGS4.1. 4.3 NS4.2, PAS4.2, PAS4.5	In class test	Shapes, Directed Number	40%
4	Term 3 Week 10	SGS4.1 NS4.3	Assignment	Measurement 1 Length/Time	20%
5	Term 4 Week 9	NS4.3-4.4 MS4.1-4.2, PAS 4.1- 4.5 SGS4.3	Yearly Examination	Further Algebra, Fractions, Decimals, Percentages, Area, Volume Geometrical Instruments	40%
Total for Semester 2					100%

Music

Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 10	4.8	Listening & Theory	Music Around Us	20%
2	Term 2 Week 5	4.1	Performance Exam	Keyboard Skills	20%
3	Term 3 Week 10	4.7	Power-point presentation on research Task	The orchestra	20%
4	Term 4 Week 5	4.3	Composition exam	12 Bar Blues	20%
5	Term 4 Week 5	4.4	End of year exam	12 Bar Blues	20%
				Total	100%

PDHPE

Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term1 Week 6-10	4.4, 4.5, 4.9, 4.10	Practical Test	Invasion Skills	25%
2	Term 2 Week 3	4.1, 4.2, 4.3, 4.11, 4.12, 4.16	Written Assignment	Family and Friends	25%
3	Term 3 Week 6 - 10	4.4, 4.5, 4.9, 4.10	Practical Test	Striking Skills	25%
4	Yearly Exam Block	4.1, 4.2, 4.3, 4.6, 4.7, 4.8, 4.9, 4.11, 4.12, 4.13, 4.15. 4.16	Examination	All Topics	25%
				Total	100%

Science

Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Wk 10	4.6.1 -4.7.1 4.7.1 a, b, c 4.7.2 d 4.13 – 4.22	Practical Report	Introduction to Science/ The Blue Planet	20%
2	Term 2 Wk 7	4.6.1 -4.7.1 4.7.1 a, b, c 4.7.2 d 4.13 -4.22 4.7.1, 4.7.2, 4.7.3	Half Yearly Examination	The Blue Planet Our Place in Space Introduction to Science	20%
3	Term 3 Wk 3	4 .6.1, 4.6.2, 4.6.4,4.6.6, 4.6.9	Modelling Task	Superheroes	20%
4	Term 3 Wk 9	4.10 4.16 4,17,4.18,4.21	Zoo Booklet and ICT Presentation	Madagascar!	20%
5	Term 4 Wk 6	4.6.1,4.7.1,4.7.2 4.8.2,4.8.3,4.9.2 4.9.4, 4.12	Yearly Examination	Madagascar! 3rd Rock from the Sun!	20%
					100%

Technology

Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 8	4.1.3	Written Report	Designers at Work	15%
2	Term 2 Week 7	4.1.1,4.3.1, 4.3.2, 4.5.1, 4.5.2	Design Project 1	Industrial Design	30%
3	Term 3 Week 5	4.4.1	Research	Innovation and Emerging Technologies	15%
4	Term 4 Week 3	4.1.1, 4.2.1, 4.2.2, 4.3.1, 4.4.1, 4.5.2, 4.6.2	Design Project 2	Promotional Design	30%
5	Term 4 Exam Week	All Outcomes	Yearly Exam	All topics	10%
				Total	100%

Note: Technology classes will be rotated through the different design projects at different stages throughout the year. By the completion of Year 7 all students will have completed 3 design projects.

Visual Arts

Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 10	41-4.10	Self Portraits & Digital Images	<i>IN YOUR FACE</i>	20%
2	Term 2 Week 6	41-4.10	Sculpture	<i>IN YOUR FACE</i>	30%
3	Term 3 Week 10	41-4.10	Literacy Workbook	<i>OUR PLACE</i>	20%
4	Term 4 Week 6	41-4.10	Imaginary City Drawings & Photographs	<i>OUR PLACE</i>	20%
5	Term 4 Week 10	41-4.10	Test	<i>OUR PLACE</i>	10%
				Total	100%

End Of Booklet