



# YEAR 7 ASSESSMENT STUDENT HANDBOOK 2023



**Name:**

**Admin:**

# Table of Contents

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TABLE OF CONTENTS.....	1
CONTACT STAFF 2023.....	2
WELCOME.....	3
INTRODUCTION .....	4
ASSESSMENT POLICY AND PROCEDURES.....	6
DISABILITY PROVISIONS.....	6
WHAT TO DO IF? .....	7
ACADEMIC MALPRACTICE .....	8
APPENDIX .....	9
REFERENCING GUIDE .....	9
HSC KEY TERMS.....	9
ILLNESS/ACCIDENT/MISADVENTURE – APPEALS - STATUTORY DECLARATION.....	9
ILLNESS ACCIDENT MISADVENTURE FORM.....	10

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# Welcome

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Dear Students and Parents

This booklet contains information regarding students' Assigned Tasks. The information contained is the Course Objectives as prescribed by NESAs (NSW Educational Standards Authority) and Faculty Assessment Programs. This Information is available for both semesters.

This booklet is designed to help you:

- know what Assigned Tasks need to be completed
- learn to plan for your Assigned Tasks. Please keep in mind that dates may change at times, but the students will be notified.

Students need to be aware of three important issues related to the completion of Assigned Tasks:

1. If you are absent from an Assigned Task or are away when it should be handed in, and there is good reason for this (e.g. sickness, there is an issue at home, you have to attend a funeral), on the day of your return to school, you need to bring a letter (or Statutory Declaration) from home explaining the absence or fill out a copy of the Illness, Accident or Misadventure Form contained in the Appendix of this booklet. After submission of the form, if this is acceptable, you may be asked to do the task on another day or receive an estimated mark. It would also be appreciated if parents could ring the school by 8:45am if you are away when a task is scheduled to enable notification to be given to the relevant Leader of Learning (see page 10).
2. If you have a good reason for not having time to complete an Assigned Task (i.e. you have been ill), you can apply for an extension by completing the Illness, Accident or Misadventure Form in the appendix. The form is to be signed by Parents/Care Givers and returned to the Leader of Pedagogy.
3. If you are absent from an assessment task without extension or an explanation, a phone call or letter may be sent home and the school assessment policy for late hand in of tasks will apply.

It is very important that you realise managing assessment is complex, but together we hope to assist students in becoming responsible and organised in their approach to their Assigned Tasks.

# Introduction

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All students in all Years 7-9 are being issued with an Assessment Booklet outlining the Assigned Tasks. It is important then to understand the assessment responsibilities.

Assigned Tasks are set in all subjects to cover all the outcomes prescribed by the syllabus for that subject.

## Subject Assessment Procedures

Years 7-9 will have an assessment program based on Assigned Tasks. Each of the Assigned Tasks is listed in this booklet. The tasks assess the students' progress in the outcomes set for the particular activity. In line with new government legislation, all students will be graded on an A-E scale at the completion of each semester. These Assigned Tasks will contribute to the assessment grades.

The general performance descriptors describe performance at each of five grade levels.

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

It is important to keep the following in mind when preparing for an Assigned Task:

- a) Assessment is continuous and progressive.
- b) The Assessment Mark is relative to a pre-determined standard.
- c) Assessment may be comprised of a variety of tasks (e.g. tests, assignments) throughout a semester.

## Assessment Guidelines

- Are clearly and concisely articulated and communicated to all involved in the teaching/learning process.
- Are designed in conjunction with the teaching/learning process.
- Are based on the goals of each syllabus and/or school teaching programs.
- Provide to each student, through a variety of assessment tasks, maximum scope to demonstrate breadth of achievement.
- Provide to each student significant opportunity to demonstrate his/her highest level of competence.

# Assessment Policy and Procedures

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Assessment Policy



Assessment Procedure



Please note: All School Policies and Procedures are available on Compass School Documentation in the School Policies and Procedures

## Disability Provisions

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Disability Provisions is a service delivered by the Learning Support Team to assist students who may have difficulty with reading, writing, language, attention or a medical problem during examinations.

The students who access Disability Provisions are allowed extra time to read and write to enable them to complete as much of the examination as possible. Students can ask the supervising teacher or Teacher's Aide to read a question to them or to write, if necessary. They can also have questions modified by having questions explained in simpler terms. This provides a valuable opportunity for students to develop skills in examination techniques.

To be eligible for Disability Provisions, a student must be referred by the Learning Support Team as having a need for support during examinations. Some testing of literacy skills may be required. Letters will be sent home to parents offering Disability Provisions and seeking permission for their child to receive this support.

NOTE: Use of Disability Provisions in junior examinations does not guarantee that Disability Provisions will be granted in Years 10-12. A formal application to NESA for Disability Provisions will be provided to Year 12 students who will be sitting for Higher School Certificate Examinations. Any questions regarding Disability Provisions should be directed to Mrs Lauren Gallagher, Learning Support Coordinator.

# What To Do If?

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## Lateness in Submitting Tasks

It is expected that students will hand tasks in, on or by the due date. If a student fails to hand in set tasks without a suitable written explanation, they may be awarded zero marks. Irrespective of the zero mark the task must still be submitted.

Regardless of the reason for late submission, the student must complete an Illness, Accident or Misadventure Form and submit it to the Leader of Pedagogy. These are available at the end of this book or from the relevant Leader of Learning or online in the Parent/Student portal. Students should submit any evidence, such as draft copies, or notes to validate their claims in the event of mechanical or technological failure.

## Absence from Tasks

- a) If a student will miss a task on a day that they are absent, it is expected that a phone call be made to the School before 8:45 am on that day by the parents, where possible requesting to speak to the relevant Leader of Pedagogy.
- b) Students will be required to provide a suitable written explanation on the day they return to school, i.e. note from a parent or guardian.
- c) An Illness, Accident or Misadventure form needs to be completed and handed to the Leader of Pedagogy.

## Extensions to Due Date

Extensions to the due date will only be given if special circumstances and a request is made in writing at least three days prior to the due date (where applicable). The extension will be granted by the relevant Leader of Pedagogy. The Illness, Accident or Misadventure form is to be filled out to apply for any variation and the extension box ticked. Documentary support is required i.e. parent note, doctor certificate, copy of airline tickets etc so that an extension can be granted.



# Academic Malpractice

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## Cheating

If a student is found cheating during an examination-type tasks will usually result in the cancellation of the paper in whole or part (and a zero-mark awarded for the paper or part). Likewise, proven dishonesty in relation to other assessment tasks will result in marks being adjusted accordingly.

## Plagiarism

DEFINITION: *Plagiarism*: 1. The appropriation or imitation of another's ideas and manner of expressing them, as in art, literature, music (compositions) etc., to be passed off as one's own. 2. Something appropriated and passed off as one's own in this manner. (*Macquarie Dictionary*)

THE SCHOOL'S POSITION FOR STUDENTS: Plagiarism involves dishonesty and will not be accepted at St Joseph's High School Aberdeen.

## Importance of Avoiding Plagiarism in Student Assignments

The term 'plagiarism' refers to the practice of presenting the ideas of another person as your own. It is most important that you avoid plagiarism when preparing assessment (or other) tasks.

The following are examples of plagiarism:

- Downloading information from the internet and presenting this as if it is your own work
- Taking information from a published source and presenting this as if it was your own work.
- Copying the work of another student or allowing someone to copy your work.
- Getting help or ideas from another person without acknowledging that you have done this.
- Copying published music and presenting it as your own composition.

There are two main reasons why it is important to avoid plagiarism. It is unfair to other students if you get help which is not available to others, or if you put forward ideas which are not your own.

Plagiarism is the theft of ideas. At any tertiary institution it is viewed as a serious offence.

When carrying out a research assignment, you should bring together information from a range of sources. Whenever you quote information word for word, you must place the quote in inverted commas, and you must acknowledge the author.

If you change the wording of the information, it is still important to acknowledge the source of the information. Please note that students who commit plagiarism in assessment tasks may receive zero for the task and may be subject to further disciplinary action.

# Appendix

## Referencing Guide

The Harvard Reference Generator tool is designed to create references for your bibliography in the correct form. The SJA Librarian recommends Neil's Tool Box:

<http://www.neilstoolbox.com/> and for a Plagiarism Checker:

<http://www.neilstoolbox.com/plagiarism-tester/index.htm>

## HSC Key Terms

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

## Illness/Accident/Misadventure – Appeals - Statutory Declaration

Illness Accident Misadventure Form



Appeals Application Form



Statutory Declaration Form



Please note: All Assessment documents are available on Compass School Documentation in the Assessment Documents folder.

# Illness Accident Misadventure Form



## St Joseph's High School Aberdeen

Segenhoe Street Aberdeen NSW 2336  
 Phone (02) 65437444 Fax (02) 65437924  
 Email: [admin@aberdeen.catholic.edu.au](mailto:admin@aberdeen.catholic.edu.au)  
[www.aberdeen.catholic.edu.au](http://www.aberdeen.catholic.edu.au)

### Extension/Illness/Misadventure Form

**NOTE:** This form should be handed to your Subject Teacher or relevant Leader of Learning (LOL).  
 If the illness/Misadventure is for an entire Examination Block, please submit to an Assistant Principal

**DO NOT LEAVE THIS FORM AT STUDENT SERVICES**

Forms not fully completed may not be considered.

<b>Name:</b>		<b>Pastoral Class:</b>	
<b>Subject:</b>		<b>Teacher:</b>	
<b>Task No.</b>		<b>Weighting: %</b>	
<b>Task Type:</b>		<b>Due Date:</b>	

Reason for Application – to be completed by the student	
<input type="checkbox"/>	Extension to submit / complete an Assessment Task
<input type="checkbox"/>	Absent from school for the submission date of a Hand in Assessment Task
<input type="checkbox"/>	Absent from school for an in-class Assessment Task
<input type="checkbox"/>	Exceptional Circumstances adversely affecting your ability to complete an Assessment task
<input type="checkbox"/>	Sick during an Assessment Task at school
<input type="checkbox"/>	Misadventure/Undue hardship
<input type="checkbox"/>	Other (explain):

Supporting Evidence – to be completed by the student	
Suggested Alternate Date for task submission:	
I have attached relevant supporting evidence:	
<input type="checkbox"/> Medical Certificate	<input type="checkbox"/> Legal Documents
<input type="checkbox"/> Letter from Guardian	
<b>Student Signature:</b>	<b>Guardian Signature:</b>
<b>Date:</b>	<b>Date:</b>

Office Use Only: Leader of Learning's recommendation	
<input type="checkbox"/> Application Accepted	<input type="checkbox"/> Application Rejected
Comment:	
Leader of Learning's signature:	Date:

Alternate Arrangements to be logged on Sentral Copies to: Student File, Student/Guardian

Office Use Only: Assessment Committee's recommendation if application is rejected.	
Comment:	
Signature:	Date:
Signature:	Date:
Signature:	Date:

## **Procedure for Requesting an Extension/Illness/Misadventure Consideration**

### **Illness**

**STEP 1:** Parent/Guardian to telephone the school by 8:45am explaining the inability of the student to meet the requirements of the Assessment Task. Obtain a medical certificate to verify student's illness.

**STEP 2:** Download from the Compass School Documentation a copy of the Extension/Illness/Misadventure form, complete the relevant sections, attaching all supporting medical evidence.

**STEP 3:** On the student's return to school submit the completed form to your subject teacher or the relevant Leader of Learning.

**STEP 4:** Applications will be considered by the Leader of Learning.

**STEP 5:** The decision to accept or reject the application will be communicated to the student in writing, with alternate arrangements if required.

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### **Extension**

**STEP 1:** Download from the Compass School Documentation a copy of the Extension/Illness/Misadventure form, complete the relevant sections, attaching all supporting evidence.

**STEP 2:** Submit the completed form to the relevant Subject Teacher or Leader of Learning at least **three days** prior to the due date.

**STEP 3:** Applications will be considered by the Leader of Learning.

**STEP 4:** The decision to accept or reject the application will be communicated to the student in writing, with alternate arrangements if required.

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### **Misadventure**

**STEP 1:** After an assessment task has been completed in which the student believes they have experienced undue hardship and were disadvantaged, download from the Compass School Documentation a copy of the Extension/Illness/Misadventure form, complete the relevant sections, attaching all supporting evidence.

**STEP 2:** Submit the completed for the relevant Subject Teacher or Leader of Learning.

**STEP 3:** Applications will be considered by the Leader of Learning.

**STEP 4:** The decision to accept or reject the application will be communicated to the student in writing.