



YEAR 9 ASSESSMENT STUDENT HANDBOOK 2026



Name:

Admin:



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Student Agreement (copy only)

As a student at St Joseph's Catholic College Aberdeen receiving this Year 9 Assessment Student Handbook, I am undertaking the responsibility to follow the procedures outlined in this handbook.

- I have read and understood the Year 9 Assessment Student Handbook 2026 on the Student/Parent Portal on Compass
- I understand that regular attendance is a requirement of NESA (NSW Educational Standards Authority) to be eligible for the successful completion of the Stage 4 Course (Years 7 and 8).
- I understand that I must make a serious and diligent attempt at all assessment tasks
- I am to complete and present all assessment tasks by the due date and time and to be present for those assessment tasks held at school.
- I understand that hand-in tasks are to be submitted on the due time and date. Tasks submitted after that time will be considered **LATE**.
- If I am unable to attend school on the day of an assessment task, I will ensure my parents/carergovers phone the school **by 8:45am** or **lodge it on Compass** and explain my absence.
- If I am unable to attend or complete an assessment for reasons of ill health, injury or misadventure, I may need to obtain relevant supporting documentary proof (medical certificate/police report etc.) and complete and submit (to receptionist in Main Office) **School-Based Assessment Variation form** (available in this handbook and from Student Services).
- If I am absent for an assessment task **immediately** upon my return to school, I will report to the relevant Leader of Learning to discuss options for the completion of the task.
- In the event of a known absence from school on the due date of an assessment task, which prevents submission, I understand that it is **my responsibility** to inform the relevant Leader of Learning at least **3 days prior** to the due date of my absence and submit a School-Based Assessment Variation form (to receptionist in Main Office) and seek the Leader of Learning to make alternative arrangements.
- I understand that sporting, cultural events or family vacations should **not** prevent the submission of tasks on time. Generally, on such occasions hand-in tasks will be submitted before the event.
- I understand all applications for School-Based Assessment Variation are subject to the approval of the Leader of Learning.
- I understand that technical issues are not an excuse for failure to submit a task. It is my responsibility to back up all tasks. (The school recommends the use of OneDrive and storing files in the cloud).
- I understand that malpractice will not be tolerated, and I will only submit **ALL MY OWN WORK**. See the Malpractice Policy referred to in this book.



Contact Staff 2026

School Executive		
Principal	Mrs. Veronica Rolfe	veronica.rolfe@mn.catholic.edu.au
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Assistant Principal – Wellbeing	Mrs. Marika Eveleigh	marika.eveleigh@mn.catholic.edu.au
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Leader Administration	Ms. Lisa Bright	lisa.bright@mn.catholic.edu.au
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Leaders of Learning		
Religion	Ms. Kristy Roach kristy.wadwell@mn.catholic.edu.au	Religious Studies
English	Mrs Shannon Monro shannon.monro@mn.catholic.edu.au	English
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HSIE	Ms. Wendy Thomas wendy.thomas1@mn.catholic.edu.au	History, Geography, Commerce, History (Elective)
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TAS	Mrs. Kirralee Green kirralee.green@mn.catholic.edu.au	Industrial Technology -Timber, Industrial Technology – Metal, Food Technology and Industrial Technology - Engineering
CAPA	Mrs. Claire Dent claire.dent@mn.catholic.edu.au	Music and Modern Languages (Japanese)
Support Staff		
Leader of Wellbeing and Engagement	Mr James Douglass	james.douglass@mn.catholic.edu.au
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School Counsellor	Mrs Natasha Solman Ms Jordi Pagett	natasha.solman@mn.catholic.edu.au jordie.pagett@mn.catholic.edu.au



Section 1 – General Information

1.1 – Welcome and Introduction

This booklet contains information regarding students' assessment tasks. The information contained is prescribed by NESA (NSW Educational Standards Authority) and Faculty Assessment Programs. This information is available for both semesters.

The booklet is designed to help students:

- know what assessment tasks need to be completed
- learn to plan for their assessment 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 assessment tasks:

1. If a student is absent for an assessment task, or absent when it should be handed in, and there is good reason for this (e.g. sickness, there is an issue at home, attending a funeral), on the day the student returns to school, they need to bring a letter (or Statutory Declaration Form) from home explaining the absence and fill out a copy of the **School-Based Assessment Variation form (to be lodged with the receptionist in the Main Office)** contained in the Appendix of this booklet. After meeting with the Leader of Learning, the Leader of Learning will negotiate for the student to do the task on another day. After submission of the form, if this is acceptable, the student will still receive earned marks for the task. It would also be appreciated if parents/caregivers could ring the school by 8:45am if their child is away when a task is scheduled, to enable notification to be given to the relevant Leader of Learning (see page 3).
2. If a student has a good reason for not having time to complete an assessment task i.e. (illness), they can apply for an extension by completing the **School-Based Assessment Variation form** in the appendix. The form is to be signed by parents/caregivers and returned to the relevant Leader of Learning.



3. If a student is absent from an assessment task without an approved extension or valid explanation, the Leader of Learning is to complete a “Missed Assessment Tasks 7–9” Chronicle entry. This will automatically notify parents/carers and outline the penalties applied in accordance with the school’s SJCCA - Statement of Practice – Year 7-9 Assessment.

It is important that students manage their time and begin preparing for tasks as soon as they receive them. We hope to assist students regarding this and help them to become responsible and organised in their approach to assessments.

All students in Years 7-9 are being issued with an Assessment Booklet outlining the assessment tasks. It is important that students understand their responsibilities regarding assessment procedures.

Assessment tasks are set in all subjects, and cover the outcomes prescribed by the syllabus for each subject.

Please note: Assessment for History and Geography fall under the RoSA Guidelines and Statement of Practice.



Section 2 – Assessment Requirements and Guidelines

2.1 – Subject Assessment Procedures

Years 7–9 follow a structured assessment program that outlines the assessment tasks for each subject. All tasks included under “School Documentation – Assessment Documents” are designed to measure student progress against the specified learning outcomes. In accordance with government requirements, students will receive an A–E grade at the end of each semester. The results of the scheduled assessment tasks will contribute to the determination of these overall grades.

2.2 – Satisfactory Completion

Satisfactory completion of a course requires active participation in all learning experiences that form integral components of the syllabus. This includes, but is not limited to, assignments, class activities, and practical work. Students are expected to complete all set tasks, not solely those designated for formal assessment. To be deemed as having satisfactorily completed a course, students must make a genuine and sustained attempt at all assessment tasks.

When preparing for assessment tasks, students should note the following:

- a) Assessment is ongoing and developmental, reflecting student progress over time.
- b) Assessment marks are aligned to predetermined standards, ensuring consistency and fairness.
- c) Assessment programs incorporate a range of task types (e.g., tests, projects, assignments) administered throughout the semester.

2.3 – 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.



2.4 – Performance Descriptors

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

A	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.
B	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.
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.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	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.



Section 3 – Assessment Policy and Procedure

3.1 – Assessment Statement of Practice

SJCCA – Statement of Practice –Years 7-9 Assessment.



3.2 – Malpractice and Collusion

Malpractice and collusion refer to any action that gives students an unfair advantage over others.

This includes, but is not limited to:

- copying in an exam from another student or using information secretly brought in
- sharing of your work with another student or handing in work that someone else did and saying it is your own
- making up journal entries for a research project or process diary
- using information from the internet or elsewhere and not acknowledging the source. This also includes the use of AI technologies. The Catholic Schools HSC Assessment Guidelines and the SJCCA – Statement of Practice - Academic Malpractice and Collusion outlines the acceptable use of AI technologies in assessments.

The Principal will ask the Assessment Committee to review any cases of suspected malpractice and recommend the appropriate action should malpractice be proven.

The student, in writing, must make any appeal against such a decision to the principal, within 24 hours of the decision being taken. If malpractice is proven, a mark of ZERO will be awarded.



3.2 – Non-Serious or Non-Attempt

Students will make a serious attempt at all assessment tasks. When a student does not attempt an assessment task, a mark of ZERO will be awarded. Where the Assessment Committee deems a student to have made a non-serious attempt, a mark of ZERO will be awarded.

A non-serious attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete, or which contains frivolous or objectionable material. A serious attempt is the presentation of an assessment task which meets the requirements of the set task, and which has been done to the best of the student's ability.

Students **MUST** satisfactorily complete all assessment tasks set for a course for the Principal to deem them as satisfactorily completing the course.



3.3 – What To Do If?

Scenario 1 Unforeseen Absence Illness or Misadventure	Scenario 2 Foreseen Absence Extension	Scenario 3 Fails to submit or attend with no supporting evidence
Receive Assessment Task Notification	Receive Assessment Task Notification	Receive Assessment Task Notification
⤵	⤵	⤵
Prepare your task as per the Assessment Task Guidelines	Prepare your task as per the Assessment Task Guidelines	Prepare your task as per the Assessment Task Guidelines
⤵	⤵	⤵
Unable to attend school due to unforeseen or unavoidable circumstance.	Complete a School-Based Assessment Variation Form at least 3 days prior and Submit your completed School-Based Assessment Variation Form with your documentary proof of absence and other forms to the Executive Assistant. You will be informed via email of further steps for submission. Note: Zero marks awarded until extension is granted	Fail to submit a hand-in task or attend an in-class task on the due date/time with no reasonable excuse (as per School-Based Assessment Variation Form) Or submits a task which has evidence of malpractice.
⤵		⤵
Parents must contact the school by 8:45am via Compass, phone 65437444 or email admin@aberdeen.catholic.edu.au to notify the relevant Leader of Learning that you have a task due and are unwell.		Student re-completes the task and re-submits.
⤵	⤵	⤵
Submit task via email or another student if possible.	Submit Assessment Task as per the alternative assessment arrangements on the new due date.	Teacher refers student to LOL for further investigation and issues a detention for task completion if required. Zero mark awarded on Compass.
⤵		⤵
Obtain proof of illness or misadventure i.e. Parent Note, Statutory Declaration, Doctor Certificate, Pharmacy Certificate or Police Report. Complete a School-Based Assessment Variation Form		Student re-completes the task and re-submits.
⤵	⤵	⤵
Immediately upon return to school report to the Leader of Learning and submit task (if not already submitted). Submit your completed School-Based Assessment Variation Form with your documentary proof of absence and other forms to the Leader of Learning. Note: Zero marks may awarded until evidence is submitted.		Teacher marks the task and provides feedback (even if zero marks are awarded).
⤵		
You will receive in writing by email confirmation of all process of the assessment variation.		

NB: Failure to follow the above may result in a ZERO mark for your assessment task



3.4 – Exam Provisions (formally Disability Provisions)

Exam 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 Exam 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 Exam 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 Exam Provisions and seeking permission for their child to receive this support.

NOTE: Use of Exam Provisions in junior examinations does not guarantee that Exam Provisions will be granted in Years 10-12. Any questions regarding Exam Provisions should be directed to Mrs Lauren Gallagher, Learning Support Coordinator.



3.6 – Aboriginal Student Support

St Joseph's Catholic College Aberdeen would like to respectfully acknowledge the Wonnarua and Gamilaraay people who are the Traditional Custodians and First People of the land on which our school is built on. We pay our respects to the Elders past and present and we would like to extend our respect to the Aboriginal people, staff and students past and present of St Joseph's Aberdeen.

St Joseph's Catholic College Aberdeen has a vibrant Aboriginal student population who are supported and encouraged in their endeavours and studies by the Catholic College. All students at the Catholic College are educated in Aboriginal culture, spirituality and traditions.

St Joseph's Catholic College, through funding provided by the Catholic Schools Office, employs an Aboriginal Educational Teacher who works with students through an individual mentoring program and/or through provision of tutoring.

The Aboriginal Educational Teacher supports the students with subject choices so as to find the right balance in their journey through their school life and to support the student through their various pathways.

Aboriginal Student leaders are involved in a range of activities under the guidance of the Aboriginal Teacher in relation to the celebration of days of significance for example Reconciliation Week. Care is taken to encourage students, families and staff to immerse themselves in, an appreciation and understanding of our shared Aboriginal heritage.

Our college welcomes active participation by members of our Aboriginal community in the education of our students.



Section 4 – Assessment Documentation

4.1 – 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>

4.2 –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.



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ABERDEEN

HAVE A CARE FOR
JUSTICE, ACT WITH
INTEGRITY.

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.



4.3 – School-Based Assessment Variation Form



4.4 – School-Based Assessment Appeal Form



4.5 – Statutory Declaration





4.6 – Assessment Cover Sheet



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