

2020



***YEAR 8***



# ***ASSESSMENT HANDBOOK*** ***2020***

## ***John Therry Catholic College***

***School Office Hours: The school office is open for enrolment, fees and general business from 8.00 am until 4.00 pm.***

***Street Address: Demetrius Road, Rosemeadow 2560***

***Postal Address: P O Box 540, Campbelltown NSW 2560***

***Phone: 02 46458100***

***Fax: 02 46458111***

***Email: [info@dow.catholic.edu.au](mailto:info@dow.catholic.edu.au)***

Dear Student,

Congratulations on your commitment to learning and achieving at your best level. This commitment is an important one, requiring thought, planning and preparation as it guides you towards your future. Please read this handbook carefully as it gives you information on how your grades are determined, the John Therry Assessment Policy and Procedures and the 2020 Assessment Calendar. The details provided ensure that you understand the commitment required to complete each course successfully.

Completing secondary school study requires a significant step-up in responsibility and requires students to set sound goals for the future. As you undertake secondary school study in 2020, you are asked to:

- Support the Catholic ethos of the school
- Strive for personal excellence:
  - Set personal goals to achieve your personal best and strive for continual improvement
  - Be an active participant in the learning process (commit to completing set tasks in given time frames, additional reading and research)
  - Maintain a love for learning (be motivated to study)
  - Be ready for the big moments in the year (formal assessments/common tasks and exams)
- Respect others
- Be committed to service and working for the common good
- Be committed to abide by school policies, including those regarding the wearing of the school uniform, school behaviour expectations and high levels of attendance

We wish you luck in your Year 8 course and hope you will strive hard to achieve these goals and become a proud John Therry graduate.

*The John Therry Community*

# **JUNIOR SCHOOL ASSESSMENT POLICY**

## **YEARS 7 – 9**

In the light of the NESA (New South Wales Education Standards Authority) guidelines and the school's philosophy and values, our Assessment Policy aims to demonstrate justice and concern and a respect for the needs and rights of each student and staff.

- Each subject has an assessment calendar which shows topics and assessment experiences (formative and summative) for the year and in line with this, students will be informed for each subject of the areas to be assessed and the types of tasks that will be used. Progress will be monitored and recorded, and feedback will be provided to the students on the strengths and weaknesses of their performance and progress.
- Students will be informed of the assessment calendar at the beginning of each year.
- When a piece of work is to be used for formal assessment, at least two weeks' written notice will be given in advance. In the case of absence, it is the student's responsibility to make himself/herself aware of assessment tasks and requirements.
- When a formal assessment task/common task is set and presented to students, a clear indication in writing will be given by the teacher of the date it is due. An electronic version of the assessment task/common task will be emailed to students and may also be published on the subject Google sites/classroom page to ensure student access. Students will also be given a hard copy of the task/notification.
- All work done for formal assessment is to be handed into the teacher during class time on that day. An official receipt will be issued to each student as proof of submission.
- No task (formal or informal) should be placed in the teacher's pigeonhole or on the teacher's desk. If for some reason the subject teacher is away from school on the date the task is due, the KLA coordinator will make arrangements for the collection of the task. Late tasks may be submitted at the student curriculum support office where a receipt will be given.
- No "extension" will be given for computer problems – however if there is a problem printing off work, the student may bring a USB to school to finalise the task. The student must submit the USB to the class teacher by the specified time unless they have been able to print a hard copy. All tasks should be backed-up progressively in draft form to ensure completion of task by due date on device separate to student notebook. All submitted tasks should be archived for future reference.

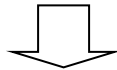
- Where a teacher has granted permission for students to submit tasks electronically, it is the student's responsibility to ensure that the task is submitted on time and to the correct email address. Submission must be completed using the Diocesan Intranet to enable the school to verify submission details. To ensure access, it is also the student's responsibility to use software which is compatible with those programs in use in the school. The teacher will acknowledge receipt of the task via a reply email. If the student does not receive a reply, the teacher must be informed in person, so the problem can be resolved.
- Students shall receive marks or grades for all tasks. Teachers will provide written and verbal feedback on their performance and identify pathways for future improvement.
- Any student found cheating or breaching assessment guidelines or entering into any form of malpractice will be reported to the KLA coordinator and the task will be considered a 'non-attempt'. This task will be redone.
- In cases of doubt regarding the originality of work submitted by a student, he/she may be asked to undertake a further task e.g., an oral presentation and/or questioning to establish the degree of understanding of the material.
- If a student wishes to appeal any decision regarding formal tasks, he/she may seek advice from the KLA coordinator who in turn may refer the appeal to the Curriculum coordinator and then the Principal, if appropriate.
- At the conclusion of each semester, each course will report a student's progress using the Common Grade Scale (Appendix 1). These are a series of statements that summarise observable and measurable features of student achievement based on descriptors of typical achievement from elementary to extensive.

## ASSESSMENT POLICY FLOWCHART (Formal Tasks/Common Tasks/Exams)

Student is absent or late for an assessment task (examination or task)



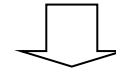
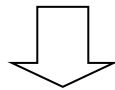
On the next school day, the exam must be completed/task must be submitted to the teacher/KLA coordinator/student support office. The student needs to obtain a 'Late Submission' note form from the student counter, fill this in and attach a note from their parents explaining their absence. Students will have **two days** to complete this process.



When the exam is completed /  
task is submitted...

\*If the absence is approved by the KLA coordinator, the student will receive no penalty for the late task.

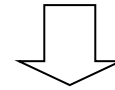
\*Failure to return a 'Late Submission' note with a valid reason, may result in the student receiving a warning letter for not demonstrating due diligence



When the exam/task is still not  
submitted...

\*Parents will be informed via phone call/message.

\*Students will receive a red stamp in their planner and attend successive Recess & Lunch detentions to complete the task



In situations where the student does not make a satisfactory attempt at completing the exam/task, he/she may be required to attend a study afternoon (held from 3:10 pm – 4.00pm on Tuesday/Thursday afternoons) to complete the task. A 'Letter of Concern' will also be sent home.

### **Grounds for late submission:**

**Illness** (any sickness/illness that would prevent a student from attending school to complete a task or prevent a student from making an electronic submission) - please provide some details on note

**Misadventure** (an accident or mishap that would prevent a student from attending school to complete a task or prevent a student from making an electronic submission) - please provide some details on note

## **The Student's Responsibilities are to:**

- Perform all tasks for each subject to the best of his/her ability.
- Make up any tasks missed through absence or illness as soon as they return.
- In the case of a student seeking permission to miss an assessment task/common task for any reason, the student must inform the teacher who will consult with the KLA Coordinator. If, however, the absence is to be for an extended period, permission must be granted for such an absence by the Principal. Holidays are not considered a justifiable reason for missing a formal assessment task/common task/examination.
- If a student knows that he or she will be absent from school on the day a formal assessment task/common task/examination is due to be completed/submitted, the teacher must be notified sufficiently in advance so that an alternative arrangement for completion/submission can be negotiated. If the task is submitted on behalf of the student on the due date before 8.45 am, no penalties will apply. If this is not possible, however, it is a requirement that the task is submitted prior to the due date. Students who fail to comply with this procedure may be viewed as not having submitted the task and will be subject to the same penalties as a non-submission.
- Make sure all tasks are completed and handed in on the due date as set down by the teacher.
- Present their work in a professional way, including correct referencing where required.
- Ensure that electronic tasks are submitted using compatible software via the Diocesan Intranet to enable verification should a problem arise.
- Complete with necessary documentation/evidence and return to the relevant teacher/KLA coordinator a 'Late Submission' form (Appendix 2) if an appeal against deduction of grades is justified. This process should be completed within five school days after the student's return to school or it would be assumed that no appeal is to be lodged and the given task grade will be upheld.

## ➤ **Extended Absences**

An absence from school for an extended period is of extreme concern, as a student could fail to meet the outcomes of courses. If a student must be absent from school, it is important to tell the school and provide a reason for the absence. To explain the absence, parents and carers may:

- Send a note, fax or email to the school;
- Telephone the school or; and
- Visit the school

All absences **must be** explained to the school.

### WHAT SHOULD I DO IF OUR FAMILY IS GOING ON HOLIDAY IN SCHOOL TIME?

Parents and carers are encouraged **not to** withdraw their children from school for family holidays. Families should try to arrange holidays during school vacations. If the family holiday is planned during school time, the family needs to speak with the Principal at least 4 weeks in advance and apply for an Exemption from Attendance at School.

Students will find it difficult to achieve outcomes of a course if absent for more than 4 weeks. For this reason, the school cannot approve absences for an extended period, unless a guarantee is given that the student will be engaged in some form of schooling while absent eg., private tutor or enrolment at a school while overseas.

It is the parent's responsibility to provide documentation that this will or has been done. If this is not done or the Principal doesn't consider the explanation to be satisfactory, the absence will be recorded as 'unjustified'.

## FREQUENTLY ASKED QUESTIONS

### What Happens If:

#### ➤ I miss a formal assessment task/common task or exam because I am absent?

Immediately upon your return to school, you must obtain a ‘Late Submission’ note (Appendix 2) from the course teacher or KLA coordinator, fill in the details, providing all relevant evidence to support your case.

If you are absent for any reason, you must attach a note from your parents in their handwriting explaining clearly the reason for the absence.

In the case of missing an exam, the same rules apply as for any task – but you must be prepared to sit the exam on the first day you return to school. If it is an extended absence, an alternative task may be given. This decision will be made by the KLA coordinator for each subject that is affected.

#### ➤ I hand a task in late or I am late for an exam?

If the task is not handed in on the due date, then you will receive a red stamp in your planner. **A task that is late must still be handed in for marking by your teacher.** The reason you still need to hand the task in is so that your teacher can see whether you are meeting the outcomes of the course. If you do not submit the task, you will be placed on **detention during successive recesses and/or lunches** to ensure the task is completed and submitted. If your completed task meets the requirements of the task, then no further penalties will apply. However, if the submission does not meet the requirements of the task, then you may be required to attend a study afternoon where you will work with a teacher to ensure that the task is of the required level.

For school based exams, if you are late for an exam you will not be given extra time (unless you can provide evidence of extraordinary circumstances – this does not include sleeping in or missing the bus). You will be able to sit the exam but only in whatever time is left available to the rest of the students.

#### ➤ My computer crashes and I lose all my work, or my printer fails, and I can’t print my assessment task?

There will be no extension given for computer problems of any sort – so you would be advised to always keep a written copy that you can show your teachers as proof that you have actually done the task.

If you have a problem printing your work, you may bring your USB to school to get it printed – but remember your program will have to be compatible with those at School, otherwise you will be left with the situation of not having an assessment task to present.



➤ **I submit my task electronically, but the teacher doesn't receive it?**

You need to check with your teacher to tell them you have sent the task if you have not received a reply email to confirm its submission. Your teacher will ask you to log on to the Diocesan Intranet to prove that you sent it and to verify the time/date. If you have used a private email address, you will not be able to prove submission and might be at risk of a non-submission.

➤ **I plagiarise or copy work?**

Any student found 'cheating' or who knowingly helps another student to cheat or submits work which is established not to be his or her own, will be reported to the Principal and the task will be considered a 'non-attempt', except in extenuating circumstances.

If a teacher has concerns regarding whether the work submitted by a student is actually his/hers, the student may be asked to verify the understanding of what has been submitted e.g., oral presentation/questions to answer ...

➤ **I do not work to the best of my ability in the course?**

Any student who does not show sustained effort and due diligence in each of the courses of study will receive red stamps in their planner and parents will be informed via a phone call followed by a 'Letter of Concern' sent home. This may result in an interview with the student's parents/carers.

➤ **I feel I need an extension to complete an assessment task because of unusual circumstances?**

If you have a problem in completing a task on time for one reason or another, you must bring in a note from home prior to the date and given to your class teacher who will then discuss this with the KLA coordinator. They will/will not grant an extension depending on the circumstances. If there is still a problem at this time, the matter will be followed up with the Curriculum coordinator.

➤ **I work to the best of my ability and with consistent effort?**

Any student who shows sustained effort and due diligence in each of the courses of study will receive green stamps in their planner and parents will be informed via a phone call followed by a 'Letter of Achievement' sent home.

## WHAT DISABILITY PROVISIONS ARE AVAILABLE?

- Disability Provisions are concessions made by NESA for certain students who suffer from a disability which may affect their ability to sit for exams and assessment tasks. Those students whose condition is covered by the Disabilities Discrimination Act (Commonwealth) and the Anti-Discrimination Act (NSW) may apply for disability provisions. The purpose of the provision is to assist students who may otherwise be unfairly disadvantaged by the conditions of the exam.
- In accordance with the guidelines laid down by NESA, students who have documentation to support their eligibility are assisted to apply for Disability Provisions for external examination and internal assessment tasks. These applications are submitted to NESA where a determination is made as to whether to grant Disability Provisions to the particular student or not. A right of appeal to NESA is available to those students whose applications are unsuccessful.
- Disability Provisions apply to internal assessment, so an early determination of the needs and status of the student is advantageous.

**More information is available on the school website.**

## ‘Late Submission/Appeal’ Note (Appendix 2)

This document has been developed to assist you in applying for consideration if:

- you are prevented from attending an Assessment Task (class test or formal exam) or
- prevented from submitting a task on time because of illness or misadventure; or
- you consider that your performance in a task has been affected by illness or misadventure immediately before or during an assessment period

You may not submit an appeal on the basis of:

- difficulties in preparation or loss of preparation time eg., as a result of long-term illness during the year
- alleged deficiencies in tuition
- misreading an exam timetable or exam instructions

You should attend every examination session if possible. Do not miss an exam merely because you do not feel able to do your best.

Your appeal must be lodged as soon as you return to school.

## Appendix 1: The Common Grade Scale

The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

| <b>GRADE</b> |   |
|--------------|---|
| <b>A</b>     | 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>B</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.                               |
| <b>C</b>     | 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.  |
| <b>D</b>     | The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.  |
| <b>E</b>     | 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.   |

Appendix 2:

**John Therry Catholic College**

**YEAR**  **(7 8 9) ASSESSMENT PROGRAMME**

**‘LATE SUBMISSION/APPEAL’ NOTE  
FOR EXAMS/ASSESSMENT TASKS**

**Student Name:** \_\_\_\_\_ **Year:** \_\_\_\_\_

**Subject:** \_\_\_\_\_ **Learning Group** \_\_\_\_\_

**Teacher:** \_\_\_\_\_ **Class:** \_\_\_\_\_

**Task/Exam:** \_\_\_\_\_

**Task/Exam Due Date:** \_\_\_\_\_

**Has Task been submitted/Exam completed? YES/NO**

**Date of submission/completion:** \_\_\_\_\_

**Details/Reasons for Late submission/completion/appeal:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Explanation note attached: YES/NO**

**Parent Signature:** \_\_\_\_\_

**Decision:** \_\_\_\_\_

**KLA Co-ord. Signature:** \_\_\_\_\_

**Date Form Issued:** \_\_\_\_\_ **Date Form** \_\_\_\_\_

**Returned:**

*(Copy to Curriculum Coordinator, KLA Coordinator, Teacher involved and Year Coordinator)*

## Useful Websites:

- **NESA, NSW:**  
<http://www.boardofstudies.nsw.edu.au/>
- **STAGE 5 GRADING:**  
<http://arc.boardofstudies.nsw.edu.au/go/sc/sc-grading/>
- **YEARS 9-10 WORK SAMPLES:**  
<http://arc.boardofstudies.nsw.edu.au/go/9-10/work-samples-and-activities/>
- **NAPLAN:**  
<http://www.boardofstudies.nsw.edu.au/naplan/>  
<https://www.nap.edu.au/naplan>
- **SYLLABUS:**  
<http://syllabus.bos.nsw.edu.au/>

## Glossary of Key Words

A glossary of key words has been developed to help provide a common language and consistent meaning, across all Key Learning Areas and stages. Using the glossary will help students to understand what is expected in class work, homework, examinations and assessment tasks.

|                         |   |
|-------------------------|---|
| <b>Text:</b>            | Anything which communicates ideas, thoughts or feelings e.g., a poem, a story, a sculpture, a painting, an advertisement, a film, a speech, a mime, a cartoon, music, a performance, an e-mail. |
| <b>Composer:</b>        | Whoever creates a text.   |
| <b>Responder:</b>       | Whoever receives and reacts to a text e.g., reads, sees, hears.   |
| <b>Purpose:</b>         | Why a text is created e.g., its desired result i.e., to inform, to persuade, to educate.  |
| <b>Target Audience:</b> | A group of responders for whom a text is composed/created.  |
| <b>Subject Matter:</b>  | What a text is about.   |
| <b>Genre:</b>           | The classification of a text by subject matter, e.g., romance, thriller, mystery, fable, science fiction.   |

|  |  |
|--|--|
| <b>Context:</b>                            | The circumstances or environment in which a text is composed, set or responded to e.g., historical, social, cultural, economic.<br>In Visual Arts, context is referred to as “frame”.  |
| <b>Medium of Production:</b>               | Text form, written, spoken or visual.  |
| <b>Font:</b>                               | Size and style of print e.g., <b>bold</b> , <i>italics</i>   |
| <b>Graphics:</b>                           | A visual form of communication e.g., drawings, diagrams, photographs, cartoons, angles of boxed items, shading which can be used to communicate with the responder.  |
| <b>Layout:</b>                             | The arrangement or plan of the page e.g., headings, subheadings, graphics and fonts.   |
| <b>Register:</b>                           | Use of language that is appropriate to the purpose, audience and context. Different levels of language include: <ul style="list-style-type: none"> <li>• <b>Formal:</b> Correct use of language.</li> <li>• <b>Informal:</b> A more relaxed use of language e.g., conversational, colloquial (everyday) or slang.</li> <li>• <b>Jargon:</b> language used by and among a particular group of people e.g., doctors, lawyers, computer users.</li> </ul>   |
| <b>Style:</b>                              | Manner of communicating through choice of language, spoken, written or visual.   |
| <b>Tone:</b>                               | The composer’s attitude towards the subject and audience of the text revealed through style e.g., emotional, sympathetic, ironic.  |
| <b>Structure of Text:</b>                  | How the different parts of a text are organised to achieve a purpose e.g., a narrative structure – orientation, complication, resolution; visual structure – angles, framing, left-right/top-bottom positioning, vectors.  |
| <b>Language Features &amp; Structures:</b> | <p>The details of language:</p> <ul style="list-style-type: none"> <li>• <b>Prose texts</b> – paragraph structure, sentence structures, punctuation, language level (register), word choice e.g., subjective, objective, emotive, persuasive and biased.</li> <li>• <b>Poetry texts</b> – stanzas, imagery, rhyme and rhythm.</li> <li>• <b>Visual texts</b> – framing, use of colour, positioning of people and objects, shape, size and the relationship between parts.</li> <li>• <b>Spoken texts</b> – idioms, pauses, use of silence, questions, speaker interaction.</li> </ul> <p>Poetic language devices, e.g., metaphor, personification, imagery etc. can also be used to respond to all texts, including visual ones.</p> |

|                           |   |
|---------------------------|---|
| <b>Account:</b>           | Account for: state reasons.<br>Give an account of: narrate a series of events.  |
| <b>Analyse:</b>           | Identify parts and how they relate to each other.   |
| <b>Apply:</b>             | Use in a particular situation.  |
| <b>Appreciate:</b>        | Judge the value of something.   |
| <b>Appropriated Text:</b> | A text which has been taken from one context and translated into another to gain new insights into the original text and to highlight the contextual differences. |
| <b>Assess:</b>            | Judge the value, quality, outcomes results or size of something.  |
| <b>Calculate:</b>         | To work out from facts, figures or information.   |
| <b>Clarify:</b>           | Make clear or plain.  |
| <b>Classify:</b>          | Put into classes or 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:</b>        | A logical and reflective approach which increases accuracy, depth, knowledge, understanding, quality.   |
| <b>Deduce:</b>            | Draw conclusions.   |
| <b>Define:</b>            | State meaning and identify basic qualities.   |
| <b>Demonstrate:</b>       | Show through examples.  |
| <b>Describe:</b>          | Provide characteristics and features.   |
| <b>Discuss:</b>           | Identify issues and provide arguments for and against.  |
| <b>Distinguish:</b>       | Indicate or show the differences between.   |
| <b>Evaluate:</b>          | Judge using criteria; determine the value of.   |
| <b>Examine:</b>           | Look at closely to identify information   |
| <b>Explain:</b>           | Show cause and effect, identify relationships between things, state how and/or why.   |
| <b>Extract:</b>           | Choose relevant and/or appropriate details  |
| <b>Extrapolate:</b>       | Identify, recognise and name new information based on what is already known.  |



|                        |  |
|------------------------|--|
| <b>Globalisation:</b>  | The blurring of national identities into a worldwide grouping, e.g., economic, cultural, social, ethnic.   |
| <b>Interpret:</b>      | Make clear the intended meaning.   |
| <b>Investigate:</b>    | Form plan of action to look at closely and identify information and draw conclusions about it.   |
| <b>Justify:</b>        | Support an argument or conclusion with evidence.   |
| <b>Outline:</b>        | Briefly and generally state the main ideas or features or give a general description.  |
| <b>Postmodern:</b>     | Approach, particularly in Visual Arts and literature, in which traditional ideas are challenged or blended. All texts are open to individual interpretation and no idea is regarded as fact. |
| <b>Predict:</b>        | Suggest what may happen based on available information.  |
| <b>Propose:</b>        | Put forward a point of view, idea, argument or suggestion for consideration or action.   |
| <b>Recall:</b>         | State remembered ideas, facts or experiences.  |
| <b>Recommend:</b>      | Give reasons in favour of.   |
| <b>Recount:</b>        | Retell a series of events.   |
| <b>Summarise:</b>      | State briefly the relevant details.  |
| <b>Synthesise:</b>     | Connect the parts to make a whole.   |
| <b>Transformation:</b> | The use of an existing text to create a new text.  |