

NBSC Manly Campus



Year 7 2020

**ASSESSMENT INFORMATION
AND SCHEDULE**

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THIS ASSESSMENT BOOKLET BELONGS TO:

STUDENT NAME:

PC GROUP:

What is Assessment?

Assessment is used by your teachers for the collection and evaluation of evidence of your learning. Assessment has many purposes, including:

- providing opportunities for teachers to gather evidence about your achievement in relation to syllabus outcomes
- enabling you to demonstrate what you know and can do
- clarifying your understanding of concepts and promoting deeper understanding
- providing evidence that your current understanding is a suitable basis for future learning

ASSESSMENT FOR LEARNING

Assessment for learning involves teachers using evidence about your knowledge, understanding and skills to inform their teaching. This type of assessment is often referred to as 'formative assessment'. However, assessment for learning only becomes formative once a teacher changes teaching and learning activities based on collected data. Assessment for learning usually occurs throughout a unit of work, as it is designed to clarify your learning and understanding of content and skills being taught.

Examples of assessment for learning activities include:

- Observation of your learning
- Classroom activities and bookwork
- Homework assignments
- Mini tests/quizzes or presentations
- Group and pair work
- Experiments/performances

ASSESSMENT AS LEARNING

Assessment as learning occurs when you are your own assessor. This is when you monitor your own learning, ask questions and use a range of strategies to decide what you know and can do, and the next steps in learning. Often assessment as learning will involve you working with your teacher to create learning goals specific to your needs.

Examples of assessment as learning activities include:

- Self-assessment and peer-assessment
- Reflecting on learning
- Maintaining a learning journal
- Setting personal learning goal

ASSESSMENT OF LEARNING

Assessment of Learning determines your level of performance on a specific task in relation to outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to determine your Overall Level of Achievement for a subject.

Examples of assessment of learning:

- Assessment tasks/ unit tests
- Projects / research assignments
- Oral engagement / presentations
- Practical tasks and artworks
- Portfolios
- Practical performances and compositions
- Half-yearly and yearly examinations

Source: <http://syllabus.bostes.nsw.edu.au/support-materials/assessment/>

Feedback

Feedback enables you to recognise your strengths as well as areas for development, and to identify and plan with your teacher the next steps in your learning. The best type of feedback is timely and specific, is constructive and meaningful, and corrects misunderstandings related specifically to a task. You should receive feedback before and after common assessment tasks.

Sometimes the best form of feedback is self-assessment and reflection, and programs should ensure you are provided with opportunities to do this before and after common assessment tasks.

When a common assessment task is returned to you, your teachers will first give written feedback (often in the style of medals/missions based on the assessment criteria), and then at a later time, once you have reflected on this feedback, you may be awarded a mark or grade.

The feedback you receive from your teachers will be both formal and informal. Below is a list of some forms of feedback your teacher may give to you:

- oral feedback from teacher or peers, such as collaborative activities and conferencing
- written feedback from teacher and/or peers, based on the criteria for assessing learning
- whole-class discussions to clarify the task during the activity, including blogs, wikis and forums
- whole-class or individual student comments about aspects of the activity where students performed well, and how to improve
- peer and self-assessments and self-reflections
- checklists, criteria sheets, comments or grades
- ongoing oral or written comments, including questioning students' understanding
- cues, reinforcements or prompts to redirect learning
- drafts and resubmissions
- peer collaboration using online tools
- written, audio or digital annotations
- discussion of a range of student work samples and other examples beyond the classroom in relation to criteria

Source: <http://syllabus.bostes.nsw.edu.au/support-materials/effective-feedback/>

Gifted and Talented Learners

NBSC Manly Campus is an academically selective school, and therefore all learning opportunities, and related assessment activities, have been developed to meet the needs of gifted and talented learners.

Gifted and talented learners:

- comprehend complex ideas more fully
- learn more rapidly and in greater depth than their age peers
- may exhibit interests that differ from those of their age peers
- have an unusually well-developed sense of justice and fairness
- exhibit emotional intensity
- have hobbies and interests similar to those of older peers
- often have a tendency to prefer the companionship of older peers
- have an enhanced capacity to empathise with the feelings of others
- often demonstrate a more mature sense of humour than age peers

Source: Gifted and talented students: a resource guide for teachers in Victorian Catholic Schools (2013)

Underachievement

Gifted underachievers are students who possess considerable intellectual potential but who are performing in a mediocre fashion or worse in an educational setting (Davis, 1997).

Characteristics of gifted underachievers:

- poor test performance
- daily work frequently incomplete or poorly done
- superior comprehension and retention of concepts when interested
- shows initiative in pursuing self-selected projects at home
- easily distracted; unable to focus attention and concentrate efforts on tasks
- has an indifferent or negative attitude towards school
- vast gap between qualitative level of oral and written work

Strategies to help underachievers meet their potential:

- consistent and realistic feedback on work
- independent study to learn how to manage research without teacher direction
- one-on-one tutoring for talent development
- real world audience to be given realistic feedback from experts
- conceptual discussion to explore themes, generalisations, issues, problems
- individualised benchmark setting to plan and monitor performance goals short term
- enrichment/extension projects and self-direction

Source: *Reforming Gifted Education*, Karen B. Rogers, Ph.D.

Perfectionism

Setting personal standards and pursuing excellence is important and healthy in many life situations. However, perfectionism can become unhealthy when it causes stress, pain, illness, procrastination, and underachievement. While not inclusive, some causes of perfectionism include a desire to please others, early successes and no failures at a young age, and difficulty setting realistic goals.

(Source: National Association for Gifted Children)

Characteristics of perfectionists:

- little satisfaction or pleasure from task completion
- inflexible high standards/unrealistic expectations
- fear of failure
- sense of self closely aligned with successful completion of activity or task
- some difficulty with starting or completing tasks
- failure associated with harsh self-criticism and loss of self-esteem
- 'compulsive' tendencies and self-doubts

Strategies to help underachievers meet their potential:

- structured problem-solving, goal-setting and prioritising
- daily and weekly goal-setting – set specific achievable tasks
- spending greater time with friends and family
- physical exercise and good nutrition
- working closely with a mentor to chunk tasks and manage time

Source: Reforming Gifted Education, Karen B. Rogers, Ph.D.

For more information, or further help with strategies relating to underachievement or perfectionism, contact the school counsellor, Ms Campbell-Allen: deborah.campbell-allen1@det.nsw.edu.au.

Homework

You are responsible for regularly reviewing and consolidating at home the work which has been covered in lessons. This is complemented by formal work including research, short answer questions, quizzes and completion of textbook work, which are set by the class teacher. Your teachers are mindful of the amount of work given to you in the junior years. Setting homework to be completed over the weekend or in school holidays is discouraged. A suggested guide for maximum amounts of homework per subject is given below:

Year 7: 10 minutes per subject, per night.

Year 8: 15 minutes per subject, per night.

Year 9: 20 minutes per subject, per night.

Year 10: 20 minutes per subject, per night.

Year 11: 30 minutes per subject, per night.

Year 12: 30 minutes per subject, per night.

Project Based Learning

Project Based Learning (PBL) is an inquiry driven methodology that requires you to solve relevant, real-world problems. By doing so, you attain and strengthen skills essential for success in the 21st century – collaboration, communication, creativity, and digital citizenship. PBL is perfect for gifted and talented students as it provides them with the opportunity to learn in an environment that is challenging, creative, collaborative and dynamic. You will work on subject-based PBL projects in years 7, 8 and 9, and on cross-curricula PBL projects in year 7. During PBL projects, students will be assessed on academic content, as well as 21st century skills – critical thinking, collaboration, communication, creativity and innovation, and presentation skills. See rubrics for these skills at the end of this booklet.

There are three key stages for every project: discover, create, share.

DISCOVER: During this first stage of a project, you will be engaged in a series of inquiry-focused learning activities - mostly self-directed - to help identify and learn content and skills you 'need to know' to be successful with a project.

CREATE: During the second stage of a project, you will be working to create a product or solution to a problem. This typically involves brainstorming, planning, seeking feedback and then editing/refining a product.

SHARE: The final stage of a project will see you preparing to showcase your learning (and often a final product) to a public audience. Often this will involve giving a presentation and/or defence of their work.

Rubrics for assessing collaboration, critical thinking, creativity and innovation, and presentation skills to be used for self and peer assessment during PBL projects at NBSC Manly Campus can be found at the end of this booklet.

Source: Bianca Hewes <https://projectbasedlearningmsc.weebly.com/>

Assessment Procedures and Practices

Timing of Tasks

Course guidelines set out the approximate timing for each task. You **will be** advised of the precise timing of an assessment task **IN WRITING** at least two weeks before the task is to be administered. This will take the form of an official common assessment task notification, detailing the nature of the task, its weighting, and the marking criteria.

It is your responsibility to be alert to the notification of the tasks. In case of absences from school, you will need to check with your teachers immediately upon your return and be ready to complete the missed task immediately.

You should have no more than two assessment tasks due per day – including tests.

Examination and Test Procedures

Examination conditions shall apply from when the first student enters the classroom until the dismissal of students.

1. NO electronic devices, except NESAs approved calculators, are to be used during any examination.
2. Complete silence **MUST** be adhered to whilst you are in the classroom/hall.
3. You **MUST** sit facing the front and are **NOT** to turn around or look at any other paper.
4. You are **NOT** to communicate with any other student in any way.
5. You must remain for the entire duration of every exam.
6. You **MUST** obey all reasonable instructions given by supervisors.
7. Borrowing is **NOT** permitted.
8. All enquiries are to be addressed to a classroom teacher by raising your hand and waiting patiently.
9. Code of Conduct School Rules apply during ALL exams, including the wearing of full school uniform.
10. No equipment will be lent by the faculty, unless specified by the faculty. E.g.; Japanese dictionary.

If the above examination rules are not followed, students will be given a zero mark and removed from the classroom/hall and referred to the Head Teacher.

If students are absent from an examination, they **MUST** provide a satisfactory reason (e.g. a doctor's certificate for illness in years 10, 11 and 12, and a note from a parent/guardian in years 7-9) immediately upon returning to school to the Head Teacher. If a satisfactory reason is not provided, they will receive a zero mark for this assessment.

Procedure for Missed Assessment Tasks

Absence due to illness /misadventure

If you miss an examination or assessment task you are to report to the classroom teacher of that subject on the first day of your return.

- You are required to complete the Explanation of Absence from an Assessment Task form (a copy of this is in all student assessment booklets, printed copies are available in the library, and a digital copy is available on the school website).
- If you fail to submit the form or the supporting documentation to the Head Teacher, a zero mark will be awarded for that task.

Other circumstances relating to illness or misadventure

When students present for an examination or assessment task while ill, or fall ill during the course of the examination or assessment task, they may make a claim for misadventure. Students must obtain a doctor's certificate, covering the day of the assessment. This should be submitted to the Head Teacher on the day of their return to school.

Approved extra-curricular activities

NBSC Manly Campus supports students who participate in both school-based and non-school-based extra-curricular and other activities.

Generally, school-based sporting or other activities do not impact on the distribution/sitting/handing in of assessment tasks since school routines and calendars accommodate and communicate this information in advance.

The following guidelines apply for most students who participate in non-school-based sporting or other activities where there is the potential to impact upon the distribution/sitting/handing in of assessment tasks:

1. Student provides their teacher with at least 2 weeks' notice of the activity occurring. This must include a letter from the parent/caregiver that lists the date, timing, event and location of the activity.
2. Teacher informs Head Teacher.
3. Depending on the nature of the task, a decision is made to provide an alternative option for the student.
4. Student is informed as soon as convenient of the arrangements.

Technology failure

Under NO circumstances will technology failure be accepted as a valid excuse for the failure to submit an assessment task. This must be made very clear to students before the submission of each assessment task.

Procedure for Missed Scheduled Lessons Prior to Assessment Tasks

When an assessment task is during class time, you must attend school for ALL lessons on that day.

For students who do miss lessons prior to an assessment task, the following will apply:

1. If no satisfactory reason is given, the student will have 20% of the total mark deducted.
2. If a satisfactory reason is given (e.g.: doctor's certificate for illness) then, at the discretion of the Head Teacher, the student is to complete an illness/misadventure form and follow the procedures outlined on the next page.

Illness / Misadventure Form



NBSC Manly Campus
Explanation of Illness/Misadventure
for an Assessment Task

Student Name:Year:

Subject:Teacher:

Task Title: Date of task:

| REASON FOR SPECIAL CONSIDERATION (please circle) | | |
|---|----------------|--------------------------|
| Illness | Approved Leave | Approved School Activity |
| Misadventure | | Other |

Explanation:

.....
.....
.....
.....
.....

You must attach supporting documentation. Illness must be accompanied by a Medical Certificate.

Student Signature: Date:

Parent Signature: Date:

Approved

Not Approved

Classroom Teacher Signature:..... Date:

Faculty Head Teacher Signature: Date:

Electronic Submission of Assessment Tasks

You are not to assume that you may submit assessment tasks by email or by other digital media. However, on some occasions the Head Teacher or Teacher may allow you to submit electronically. Head Teachers/ Teachers may also require you to hand in a printed copy of the task. Any such instructions will be made clear to you on the assessment task notification.

When this is required or permitted, a task may be submitted on CD, DVD or USB or by email. When electronic submission does occur, the following rules will apply:

1. The school will not be responsible for unreadable, unusable or virus infected files or media.
2. The school will only accept assessment tasks which are written in applications to which school staff have ready access, and in a format which can be read by most school computers.
3. The assessment task should be readily identifiable, i.e. labelled with your name/student number and what the task is.

NOTE:

- An assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied.
- The school will not be responsible for not receiving emails. If submitting work by email, you must request that the teacher let you know that he/she has received their work. Teachers will acknowledge receipt as soon as possible.

Late Submission of Assessment Tasks

If you do not hand in an assessment task by the date on which it is due (without extension or acceptable explanation), the following procedure will be followed.

Marks will be deducted as follows:

- 10% of the total mark awarded for the first day late
- a further 10% of the total mark awarded for the second day late
- a further 10% of the total mark awarded for the third day late

For example, if an assignment is out of 20, 2 marks will be deducted each day that it is late. If you score 14 out of 20 but you hand it in one day late, your score will be adjusted to 12 out of 20. If you hand it in two days late, 4 marks will be deducted and you will only receive 10 out of 20 and so on.

NOTE:

- A 'day' means any day of the week, including Saturdays and Sundays. An assessment due on Friday but handed in on the following Monday would be three (3) days late attracting a 30% penalty.
- **A letter of concern will be sent home if non- submission of a task occurs.**
- **A letter of concern will be sent home if a student receives 'basic' or below in a task.**

Alleged Malpractice in Assessment Tasks or Examinations

Malpractice, or cheating, is “dishonest behaviour by a student that gives them an unfair advantage over others”. Plagiarism is copying someone else’s work and pretending that it is your own.

Malpractice may include:

- plagiarism (copying someone else’s work in part or in whole, and claiming that it is your work);
- collusion (allowing someone to copy your work);
- forbidden aids (this would include bringing into an examination situation secret notes, or any helpful electronic device not specifically allowed, whether or not it is used);
- using material directly from books, journals, CDs or the internet or any other source without reference to the source;
- building on the ideas of another person without referring to the source.

Allegations of plagiarism or other forms of malpractice will be reported to the Head Teacher who will investigate the matter and, if proven, a zero will be awarded for the assessment task.

Teachers attempt to assist students to avoid malpractice in these ways:

1. Classroom and other teachers instructing students in good and ethical practice.
2. Signs are displayed in appropriate areas, including the Library, explaining aspects of good practice.
3. Easily identify plagiarised work (and decrease the amount of plagiarism) by requiring students to submit all written task (including speech transcripts) to TurnItIn (www.turnitin.com).

Understanding Overall Levels of Achievement (OLAs)

Outstanding

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.

High

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.

Sound

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.

Basic

The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.

Limited

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.

Formal School Reports

The school formally reports on your progress twice each year: a Semester 1 report (Half-Yearly Report) for Years 7-10 issued at the end of Term 2, and a Semester 2 report (Yearly Report) for Years 7-10, issued at the end of Term 4.

Report Proficiencies

In addition to reporting on academic achievement through allocation of OLAs, teachers will also report on proficiencies. At NBSC Manly Campus we value the development of important proficiencies that will ensure success in the dynamic, technology-rich 21st century world, and allow you to grow into your role as an active, engaged citizen. The teaching and assessing of these skills must be formally embedded into all subject programs. Below is a list of the five 21st Century proficiencies that you must develop and demonstrate throughout your learning.

Critical thinking:

You are able to analyse, evaluate, and understand complex systems; investigate questions for which there are no clear-cut answers; evaluate different points of view or sources of information; draw appropriate conclusions based on evidence and reasoning; and apply strategies to solve problems.

Collaboration and communication:

You work effectively and respectfully with diverse groups to solve problems and accomplish a common goal. You assume shared responsibility for completing tasks. Team efforts are 'greater than the sum of their parts' student teams accomplish better results than could be done by individuals working alone.

You can communicate effectively both face-to-face and across multiple media for various purposes. You are able to organise your thoughts, data, and findings, and share these effectively through a variety of media. You communicate well both orally and in writing. Technology fluency enables you to select and use the right medium for your message.

Creativity and innovation:

You generate and improve on original ideas and also work creatively with others. You are able to generate and refine solutions to complex problems or tasks based on synthesis, analysis, and then combine or present what you have learned in new and original ways.

Organisation and time management:

You demonstrate the ability to plan, organise, set priorities, and meet deadlines. Organisation refers to both physical and mental organisation. Physical organisation refers to your ability to be prepared for class with required resources, worksheets, books, and digital files organised systematically. Mental organisation refers to your ability to prioritise projects, plan, make to-do lists to keep on track, and to be goal-oriented. Time management refers to your ability to use a diary or calendar effectively, chunk tasks, and submit tasks on due dates.

Reflective, self-directed learning:

You monitor your own learning, ask questions and use a range of strategies to decide what you know and can do, and the next steps in learning. You work with your teacher to create learning goals specific to your needs, and use teacher feedback to further improve the quality of work and/or improve learning.

Assessment Schedules

Year 7 English

In Year 7 English students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Overview of Year 7 course content

Topics Semester 1:

- Mood in Poetry
- Powerful Storytelling
- The art of speaking
- Naplan

Topic Semester 2:

- Survival: close study of text
- The Hero's quest

Assessment Schedule

Students will complete the following common tasks throughout the year in English.

**Two common assessments will be marked by all teachers.*

| TASK | DUE |
|---------------------------------|-----------------|
| Narrative (*common assessment) | Term 1, Week 9 |
| Exposition (*common assessment) | Term 3, Week 10 |

Year 7 HSIE

Year 7 students will study two ancient worlds from the Mediterranean and Asia as part of their History course in Semester 1. In Semester 2, they will study geomorphic processes, how landscapes are managed and the liveability of places.

Overview of Year 7 course content

Topics Semester 1:

- One Mediterranean option out of Egypt/Greece/Rome
- One Asian option out of India/China

Topics Semester 2:

- Landscapes and Landforms
- Place & Liveability

Students will complete the following common tasks in HSIE relating to both History and Geography. This is a SEMESTERISED course.

Assessment Schedule History – Semester 1

| TASK | DUE |
|----------------------------------|----------------|
| In-class source based skill test | Term 1, Week 6 |
| Research Essay | Term 2, Week 4 |

Assessment Schedule Geography – Semester 2

| TASK | DUE |
|-------------------------|----------------|
| Landscapes Report | Term 3, Week 7 |
| In-class Geography Test | Term 4, Week 2 |

Year 7 Languages

In addition to the practical advantages of learning to communicate in another language in an increasingly global society, the study of languages is known to enhance general cognitive development and mental dexterity, and to provide intellectual enrichment.

We enhance students' development of a global perspective through the study of both French and Japanese in Year 7, comprising a maximum of 40 lessons in each language. Towards the end of the year students will elect to continue their study of either French or Japanese in Year 8.

Overview of Year 7 course content

Learning a language is a process requiring regular and consistent practice, revision and consolidation. Students will be continually monitored and tested through small class quizzes and homework.

French

Topics include:

- Introductions and greetings
- Talking about where you are from and where you live
- Describing others
- Family
- Spelling, sounds and intonations
- Aspects of French culture
- The Francophone world

Assessment Schedule – French

| TASK | DUE |
|--|----------------|
| Film Study; includes Reading, Writing and Research components | Term 2, Week 4 |
| Listening and Reading | Term 3, Week 7 |
| Speaking and Writing | Term 4, Week 3 |

Japanese

Topics include:

- Introductions and greetings
- Hiragana
- Basic Kanji, including numbers
- Japanese culture, including Japanese food

Assessment Schedule – Japanese

| TASK | DUE |
|--------------------------------|----------------|
| Reading, Listening and Writing | Term 2, Week 5 |
| PBL | Term 3, Week 6 |
| Speaking | Term 4, Week 2 |

Year 7 Mathematics

The Mathematics syllabus outcomes are arranged into stages. Each stage is covered over a 2 year period. Years 7 and 8 follow the Stage 4 course. By the end of Stage 4, students use mathematical terminology, algebraic notation, diagrams, text and tables to communicate mathematical ideas, and link concepts and processes within and between mathematical contexts. They apply their mathematical knowledge, skills and understanding in analysing real-life situations and in systematically exploring and solving problems using technology where appropriate. Students develop fluency with a range of algebraic techniques and in the solution of familiar problems. In solving particular problems, they compare the strengths and weaknesses of different strategies and solutions.

Overview of Year 7 course content

Topics Semester 1:

- Computation with Positive Integers, Angle Relationships, Computation with negative integers, Measurement
- Computation with negative integers; Cartesian Plane, Fractions, decimals and percentages
- Probability, Algebraic Techniques

Topic Semester 2:

- Equations, Indices
- Fractions, Decimals and Percentages
- Pythagoras' Theorem

Assessment Schedule

Students will complete the following common tasks throughout the year in Mathematics.

| TASK | DUE |
|---|----------------|
| Common Test – 50 minute in-class written assessment | Term 2, Week 4 |
| Common Test – 50 minute in-class written assessment | Term 3, Week 4 |
| Common Test – 50 minute in-class written assessment | Term 4, Week 2 |

Year 7 Music

Manly Campus provides a comprehensive program for the stage 4 cohort, which comprises musicology, listening, performance and composition elements. Students undertake practical tasks including arranging folk tunes, performing western tradition art music on a variety of instruments, and studying and composing in contemporary styles such as techno.

Overview of Year 7 course content

Topics Semester 1

- Total Organisation
- Homecoming and the Electric Musician

Topics Semester 2

- Total Organisation
- Homecoming and the Electric Musician

This is a SEMESTERISED course

Assessment Schedule- Semester 1

| TASK | DUE |
|--|----------------|
| Assessed- Song Analysis and Composition | Term 1, Week 8 |
| Assessed-Pop Song Group Performance and Composition Task | Term 2, Week 3 |

Assessment Schedule- Semester 2

| TASK | DUE |
|--|----------------|
| Assessed- Song Analysis and Composition | Term 3, Week 8 |
| Assessed-Pop Song Group Performance and Composition Task | Term 4, Week 3 |

Year 7 Personal Development, Health & Physical Education (PDHPE)

The aim of the *PDHPE Years 7–10 Syllabus* is to develop students' capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity.

Overview of Year 7 course content

- | | |
|---|--|
| Topics Semester 1: | Topic Semester 2: |
| <ul style="list-style-type: none">• The Next Chapter• My Physical Literacy Continuum | <ul style="list-style-type: none">• Taking on Challenges• Connections |

Assessment Schedule

Students will complete the following common tasks throughout the year in PDHPE.

| TASK | DUE |
|--|-----------------|
| Family meal plan analysis (Health) | Term 1, Week 10 |
| Personal fitness reflection (Physical Education) | Term 2, Week 10 |
| Stereotypes and identity (Health) | Term 3, Week 6 |
| Practical Games Rubric (Physical Education) | Term 4, Ongoing |

Year 7 Praxis

Praxis is a series of Project Based Learning (PBL) experiences which allow for the facilitation of authentic learning experiences for all year 7 students. The projects will complement the content and skills developed in core classes, and provide students with the opportunity to apply their learning from these subjects in real-world contexts. Students will be solving relevant, real-world problems requiring them to attain and strengthen skills essential for success such as collaboration, communication, creativity, digital citizenship and time-management skills.

Overview of Year 7 course content

Topics Semester 1:

- Community Project
- Simulation writing project

Topic Semester 2:

- Simulation writing project (cont.)
- Curiosity Con

Assessment Schedule

Students will complete the following projects in Praxis.

| TASK | DUE |
|----------------------------|----------------------|
| Community project | Term 1, Week 11 |
| Simulation writing project | Term 3, Week 5 or 6 |
| Curiosity Con | Term 4, Week 9 or 10 |

Year 7 Science

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Scientific knowledge is contestable and is revised, refined and extended as new evidence arises or existing evidence is re-conceptualised. The study of Science is a collaborative, creative endeavour and has led to a dynamic body of knowledge organised as an interrelated set of models, theories, laws, systems, structures and interactions. It is through this body of knowledge that science provides explanations for a variety of phenomena and enables sense to be made of the natural world.

As students actively engage in the processes of Working Scientifically, they gain an increased appreciation and understanding of the importance of science in their own lives and society, both locally and globally. Through questioning and seeking solutions to problems, students develop an understanding of the relationships between science and technology and its importance in the current and future practice of science.

The aim of the *Science Syllabus* is to develop students':

- interest in and enthusiasm for science, as well as an appreciation of its role in finding solutions to contemporary science-related problems and issues
- knowledge and understanding of the nature and practice of scientific inquiry, and skills in applying the processes of Working Scientifically
- scientific knowledge of and about phenomena within the natural world and the application of their understanding to new situations and events
- appreciation of the development and dynamic nature of scientific knowledge, its influence in improving understanding of the world and the contribution of evidence-based decisions in informing societies' use of science and technology.

Overview of Year 7 course content

- Working Scientifically
- Properties of Substances
- Mixtures
- Earth in Space
- Forces
- Habitats and Interactions
- Earth Resources
- Classification

Students will complete the following common tasks throughout the year in Science

| TASK | DUE |
|------------------------------------|----------------|
| Experimental Design Practical Task | Term 1, Week 6 |
| Zoo Assignment | Term 2, Week 7 |
| Semester 2 Exam | Term 3, Week 9 |
| Research – Planets News Broadcast | Term 4, Week 4 |

Year 7 Technology Mandatory

The aim of the Technology (Mandatory) Years 7 Syllabus is to develop students' ability to design, produce and evaluate quality solutions that respond to identified opportunities and needs. It enables students to design and justify solutions and to responsibly, safely and creatively select and use materials, tools and techniques. Students will have the opportunity to work in specialist learning spaces and use specialist equipment including Arduino circuit boards, 3D printers, Laser Cutter/Engravers, Computer Controlled Embroidery and industry standard software. They will undertake a variety of practical projects supported by appropriate subject specific knowledge. Students must comply with Workplace Health and Safety requirements as directed by their teacher including the wearing of the correct black leather school shoes and other personal protective equipment (PPE) as required.

Overview of Year 7 course content

- Digital Technology
- Agriculture and Engineering
- Textiles
- Industrial Design and Manufacturing

Students will complete the following common tasks in Technology Mandatory.
This is a SEMESTERISED course. Please note Practical Tasks are completed in class time and deadlines will be chunked according to the Unit.

Assessment Schedule – Semester 1

| TASK | DUE |
|--|----------------|
| Research Task S1 | Term 1, Week 6 |
| Practical Tasks Experimentation reports Concept Documentation Identifying and defining Researching and planning Producing and implementing Testing and evaluating solution | Term 2, Week 4 |

Assessment Schedule – Semester 2

| TASK | DUE |
|--|----------------|
| Research Task S2 | Term 3, Week 6 |
| Practical Tasks Experimentation reports Concept Documentation Identifying and defining Researching and planning Producing and implementing Testing and evaluating solution | Term 4, Week 4 |

Year 7 Visual Arts

Visual Arts is a mandatory subject in Year 7 and is undertaken for a semester where students are introduced to the making and studying of art. Artmaking is linked to representing the figure in two-and three-dimensional forms using a variety of different styles and media. The students develop skills in drawing, painting, sculpture and digital photography. They examine traditional and modern artists' approaches to art and engage in individual and group research tasks to analyse artworks.

Overview of course content

Topics Semester 1:

- People - The Figure
- Portraits: Lifting The Mask

Topics Semester 2:

- People - The Figure
- Portraits: Lifting The Mask

Students will complete the following common tasks in Visual Arts. This is a SEMESTERISED course.

Assessment Schedule - Semester 1

| TASK | DATE |
|---|----------------|
| Research Assignment | Term 2, Week 1 |
| People – Artmaking tasks, Visual Arts Diary | Term 2, Week 5 |

Assessment Schedule - Semester 2

| TASK | DATE |
|---|----------------|
| Research Assignment | Term 4, Week 1 |
| People – Artmaking tasks, Visual Arts Diary | Term 4, Week 4 |

Assessment Calendar

| | TERM 1 | TERM 2 | TERM 3 | TERM 4 |
|----------------|-------------------------------------|---|---|--|
| WEEK 1 | | ♦ Visual Arts | | ♦ PDHPE - T4 ongoing ♦ Visual Arts |
| WEEK 2 | | | | ♦ HSIE ♦ Japanese ♦ Mathematics |
| WEEK 3 | | ♦ Music | | ♦ French ♦ Music |
| WEEK 4 | | ♦ HSIE ♦ French ♦ Mathematics ♦ Technology | ♦ Mathematics | ♦ Science ♦ Technology ♦ Visual Arts |
| WEEK 5 | | ♦ Japanese ♦ Visual Arts | ♦ Praxis (Wk 5 or 6) | |
| WEEK 6 | ♦ HSIE ♦ Science ♦ Technology | | ♦ Japanese ♦ PDHPE ♦ Praxis (Wk 5 or 6) ♦ Technology | |
| WEEK 7 | | ♦ Science | ♦ HSIE ♦ French | |
| WEEK 8 | ♦ Music | | ♦ Music | |
| WEEK 9 | ♦ English | | ♦ Science | ♦ Praxis (Wk 9 or 10) |
| WEEK 10 | ♦ PDHPE | ♦ PDHPE | ♦ English | ♦ Praxis (Wk 9 or 10) |
| WEEK 11 | ♦ Praxis | | | |



NBSC Manly Campus Assessment Cover Sheet

| | |
|------------------|----------------------------|
| Surname: | Given Name: |
| Subject: | Task Title: |
| Teacher: | |
| Due Date: | Date of submission: |

Assessment Task Cover Sheet

Please attach this signed cover sheet to every assessment task you submit.

All My Own Work

1. *Acknowledgement of Sources by compiling a bibliography*

One of the most important elements of good practice involves careful acknowledgement of the ideas of others used in your response. This acknowledgement should occur in your answer at the point where you use another's ideas (e.g. Jones, 2007, p.92, i.e. author's surname, date of publication, page) and in a bibliography at the conclusion of your response.

2. *Avoiding plagiarism*

Plagiarism involves using the work of another person and presenting it as your own. These are some ways you would be plagiarising, unless you have clearly acknowledged your source:

- Copying out part(s) of any document from any source, including the internet;
- Using someone else's ideas or conclusions, even if you have put them in your own words;
- Copying out or taking ideas from the work of another student/tutor/other source, even if you have reworded some parts.

DECLARATION:

I have read and understood the above statements about plagiarism. I certify that this task is entirely my own work and that I have fully referenced all my sources.

Student Signature/Confirmation:Date:

Guide to Referencing

Bibliography based on the Harvard system

A bibliography is a list of resources used by you while doing a task. It is placed at the end of the task, is arranged alphabetically by author, then by date.

| | |
|---|--|
| <p>Books:</p> <ul style="list-style-type: none"> ▪ author's surname (comma) and initials (full stop) ▪ date of publication (comma) ▪ Title of book (in italics) (comma) name of publisher (colon) Place of publication (full stop) <p>e.g. James, J.P. 2006, <i>How to list books in a bibliography</i>, Souvent Press: Paddington.</p> | <p>Reference books:</p> <ul style="list-style-type: none"> ▪ Section (comma) ▪ Year, (comma) Edition, (comma) ▪ Title of book, (italics) (comma) ▪ Publisher, (colon) Place of publication. (full stop) <p>e.g. Study of Atoms, 2007, <i>Encyclopaedia Britannica</i>, Vol. 97. World Book Pty. Ltd.: N.Y., pp.1007-1009.</p> |
| <p>CD ROMS</p> <ul style="list-style-type: none"> ▪ Subject (in quotation marks) (comma) ▪ Year (comma) ▪ Title of CD ROM (italics) (full stop) ▪ CD ROM [in square brackets] (full stop) ▪ Publisher (colon) ▪ Place of publication (full stop) <p>e.g. 'Sausages', 2004, <i>Carnivore Nutrition</i>. [CD ROM]. Meat Media: N.Y.</p> | <p>Email</p> <ul style="list-style-type: none"> ▪ Author's surname (comma) initials (full stop) ▪ Year (comma) ▪ Email (comma) ▪ Day and month of email (comma) ▪ Email address (full stop) <p>e.g. Samson, P. 2003, email, 12 June, psamson32@strong.com.au</p> |
| <p>Interviews/guest speaker</p> <ul style="list-style-type: none"> ▪ Surname of interviewee/speaker (comma) initials (full stop) ▪ Month and year of interview/speech (comma) ▪ Title of interview/speech (italics) (comma) ▪ Interviewer's name ▪ Type of interview e.g. recording, transcript, video, podcast [in square brackets] ▪ Place of interview (full stop) <p>e.g. Jason, Z. Sept 2007, <i>Listening with Attention</i>, interviewed by J. Jones [video recording of interview] Sydney Entertainment Centre.</p> | <p>Journals/Newspapers/Magazines</p> <ul style="list-style-type: none"> ▪ Author's name (comma) initials (full stop) ▪ Year (full stop) ▪ Title of the article (in single quotation marks) (comma) ▪ Title of the journal/newspaper/magazine (italics) (comma) ▪ Volume (comma) number (comma) month/season (comma) OR date of publication for Newspapers ▪ Page numbers of article (full stop) <p>e.g. Barrington, X. 1999, 'There's no more to learn' <i>Australian School Leavers</i>, Vol 2, No. 1, October, pp2-4.</p> |
| <p>Internet Website</p> <ul style="list-style-type: none"> ▪ Author – person or organisation responsible for site (full stop) ▪ Date of last site update (comma) ▪ Title (italics) (comma) ▪ URL ▪ (Date of viewing of site (comma), year) (full stop) <p>e.g. PDHEALTH. 2004, <i>Health Issues</i>, http://www.PDHEALTH.org/teenage_health/health_issues.html (viewed 17 August, 2009)</p> <p>e.g. Department of Finance and Administration. 2001, Department of Finance and Administration, Canberra, http://www.finance.gov.au. (viewed 7 August, 2001).</p> | <p>Videos/Films/DVDs/Television</p> <ul style="list-style-type: none"> ▪ Title (italics) ▪ Date of release (full stop) ▪ Format (e.g. motion picture, video recording) (comma) ▪ Name of supplier (comma) ▪ Place of publication (full stop) <p>e.g. <i>South Seas Adventure</i> 1998. (Motion picture), Eaglewine, Hollywood: Prand releases.</p> <p>e.g. <i>Media Watch</i>, 2009. (DVD recording), Melbourne: ABC Television, 31 October.</p> |

Guide to Academic Writing

Below are some general points to remember when you are writing your assignments:

- Keep your writing clear, concise and in a formal register.
 - Avoid colloquial expressions, slang, idioms and the language of texting.
 - Avoid personal language such as ‘I’ or ‘in my opinion’ unless the task requires you to write like this such as in a reflection statement or persuasive writing as in NAPLAN.
 - Avoid posing questions to your reader and making assumptions about their views on the subject.
- You should aim for accuracy in your use of grammar, vocabulary, punctuation, paragraphing and spelling. Not only what you have to say is important, but also how you express it is critical for success.
- Remember that you're writing for an audience which is well informed and interested in what you have to say about the topic. Your ideas should be your own, based on your informed opinion. If you use someone's work you should use quotation marks and acknowledge that this is their work in your bibliography.
- Academic writing tends to be fairly dense, with relatively long sentences and wide use of subordinate clauses. Incorporate relevant metalanguage to make your points clearly and effectively.

Structure

Different text types require different writing styles however each piece of writing requires that you have a beginning, middle and end.

- Your writing is separated into paragraphs to facilitate the flow of your argument. We start a new paragraph when we want to present a fresh viewpoint on the topic or to develop our initial point. Each paragraph contains a topic sentence (usually the first sentence of the paragraph) which highlights this change in direction or development. The body of the paragraph then provides evidence to support the main idea. The last sentence concludes the idea.
- The introduction paragraph orientates the reader to your approach to the topic. Each body paragraph builds on this approach examining different aspects of the topic and using different evidence to support your ideas. The conclusion expresses your final thoughts and deductions. It should not simply to repeat what you have said in the introduction.
- Your ideas flow more smoothly with the use of connectives and help to make your meaning clear. For more on connectives see the list below.

Connectives

The use of connectives helps to ensure that you remain on track in addressing the question. When connectives are used together with paragraphs, they act as signposts which assist the reader to focus on the direction of your argument.

- *Conjunctions of time* – as, after, as soon as, at first, at once, before, finally, just, meanwhile, next, now, now that, since, then, until, when, whenever, while

- *Conjunctions of reason* – although, as a result, because, by, consequently, despite, due to, for that reason, in case, in order, in this way, otherwise, since, so, so as to, so that, therefore, though, thus, to that end, unless, until, yet
- *Conjunctions of information* – and, also, as well as, besides, in addition, including, moreover, similarly
- *Conjunctions of contrast* – alternatively, but, except, however, in contrast, instead of, not only ... but also, on the one hand ... on the other hand, or, whereas

Punctuation

There are conventions in the use of punctuation that you should observe in your writing. These include:

- Capital letters to begin sentences, for first names and surnames, titles, place names, institution names, days of the week, months of the year, street names, book and film titles, holidays and historical events.
- Full stops, question marks and exclamation marks to end sentences.
- Commas are *used* in lists, indicate a pause in the sentence, and mark clauses and phrases. They surround the name of a person being addressed, separate the day of the month from the year in a date, and separate a town from the state.
- Dashes, like commas, indicate added emphasis, an interruption, or an abrupt change of thought. They should be used carefully and are more suited to creative writing.
- Apostrophes are used for contractions to take the place of one or more letters and also indicate possession.
- Quotation marks for text extracts, highlighted words and words used with ironic intention
- Parentheses (also known as brackets) enclose statements that clarify and enclose numbers and letters that are part of a list.
- Colons are used to separate a sentence from a list of items also between two sentences when the second one explains the first and to introduce a long direct quote.
- Semicolons are used to take the place of a conjunction and often connect two different ideas related to the same point. They are also used to separate a list of things if there are commas within each unit.

Grammar

The following points are the ones you are most likely to come across when writing assignments.

- You may see ‘Fragment (consider revising)’ when you are doing your assignment. This is because you have written an incomplete sentence. Sentences contain a complete thought and a subject, verb and object. You are required to write in complete sentences in expositions.
- Subjects and verbs have to “agree” with each other. This means that singular nouns take the singular form of the verb; plural nouns take the plural form of the verb.
- You are encouraged to use nominalisation; that is, try to write noun-based phrases rather than verb-based ones. For example, instead of *The level of obesity was increasing rapidly and health professionals were becoming concerned*. Write: *The rapid increase in obesity was causing concern among health professionals*.
- The choice between the past and present tense often indicates the difference between specific information and generalisations. For example, in reporting empirical

investigations (experiments, surveys, etc.), details which are specific to the study, e.g. methods and results, are reported in the simple past tense, *This survey was conducted on 18-30 year olds living on the Northern Beaches* and the present tense is used for generalised conclusions, *We can conclude that in this demographic there are no significant health risks.*

- The present perfect tense is really concerned with the present situation, even though the action that the verb refers to happened or started in the past. The present perfect is, therefore, the appropriate choice for describing current trends: e.g. *From the middle of the previous decade, Australia has enjoyed a sharp run-up in the prices of our key commodity exports. This has led to an unprecedented boom in mining investment.*
- The present perfect is often used with time expressions that refer to periods that are still continuing, or have just ended: *since 2001, in recent years, in this century.* In contrast, you use the past tense when you 'locate' the situation or action in a past time - for example, when you refer to a past date or period: *Our family migrated to Australia over 20 years ago.*

Conditionals and modals

When you draw conclusions based on evidence, or the application of a theory, you often need to make statements about your assessment of the likelihood that something:

- is true now
- will happen in the future
- happened in the past.

One of the most useful resources for expressing varying degrees of certainty is the system of modal verbs. The modals that are usually used in this way are: *might, would, could, may, should, will and must*

Would - used to speculate about hypothetical situations

Will - firm prediction

Must – confident conclusion, no other explanation possible

Should – confident assumption based on things going as predicted

Would – describing a hypothetical situation or possibility

May, might and could – describing weaker possibilities

Active and Passive Voice

All sentences are in either the active or the passive voice, therefore tenses also have active forms and passive forms. In the active form, the thing/person doing the action is the subject of the sentence and the thing receiving the action is the object. E.g. *Macbeth's heroic actions deceived Duncan.* Most sentences are active and it is generally preferable to use the active voice. In the passive form the thing/person is the object of the sentence and the thing/person is the subject, e.g. *Duncan was deceived by Macbeth's heroic actions.*

Spelling: Ten common spelling rules

| 1 | Rule | Exceptions |
|---|--|--|
| | <ul style="list-style-type: none"> – Write <i>i</i> before <i>e</i> except after <i>c</i> - achieve, believe, friend, receive, receipt, perceive. – Write <i>ie</i> after <i>c</i> for words with a <i>shen</i> sound - ancient, efficient, sufficient, conscience. – Write <i>ei</i> when the vowels sounds like an <i>a</i> as in <i>weigh</i> - neighbour, vein, reign, rein, deign. | <ul style="list-style-type: none"> – counterfeit, either, neither, height, leisure, forfeit, foreign, science, species, seize, weird. |
| 2 | <ul style="list-style-type: none"> – Add <i>es</i> if a word ends in <i>ch, sh, ss, x</i> or <i>z</i> – arch, arches, clash, clashes, class, classes, box, boxes, quiz, quizzes. – Add <i>es</i> for most words ending in <i>o</i> – tomato, tomatoes; hero, heroes; go, goes; do, does; echo, echoes. | <ul style="list-style-type: none"> – altos, duos, pianos, radios, solos sopranos, studios, videos, typos. |
| 3 | <ul style="list-style-type: none"> – For words ending in <i>y</i> preceded by a vowel, retain the <i>y</i> when adding <i>s</i> or a suffix – convey, conveys; employ, employer. – For words ending in <i>y</i>, retain the <i>y</i> when adding <i>ing</i> – try, trying; justify, justifying; certify, certifying; study, studying. – For words ending in <i>y</i>, preceded by a consonant, change the <i>y</i> to <i>i</i> before any other suffix – try, tried; justify, justifies; certify, certifiable; mystify, mystified; laboratory, laboratories. | <ul style="list-style-type: none"> – dryness, shyness. |
| 4 | <ul style="list-style-type: none"> – Drop the <i>e</i> when the suffix starts with a vowel – save, savable; use, usable. – Drop the <i>e</i> when the word ends in <i>dge</i> – judge, judgment. – Drop the final <i>e</i> when adding <i>-ing</i> save, saving; manage, managing; trace, tracing; emerge, emerging. | <ul style="list-style-type: none"> – DO NOT DROP the <i>e</i> if the word ends in <i>ce</i> or <i>ge</i> (e.g. <i>manage, manageable; trace, traceable</i>). |
| 5 | <ul style="list-style-type: none"> – ‘<i>t</i>’ or ‘<i>tt</i>’ when adding <i>-ing, -ed</i> and some suffixes to verbs – DOUBLE the <i>t</i> for verbs of one syllable with a single vowel, or a short vowel sound – rot, rotting, rotted, rotten; fit, fitting, fitted; knot, knotting, knotted. – DOUBLE the <i>t</i> for verbs of more than one syllable when the stress is on the last syllable – abet, abetting, abetting; allot, allotting, allotted; commit, committing, committed; emit, emitting, emitted; forget, forgetting, forgotten, (but forgetful). | <ul style="list-style-type: none"> – DO NOT DOUBLE the <i>t</i> for verbs of one syllable with a double vowel or a long vowel sound (e.g. <i>treat, treating, treated; greet, greeting, greeted</i>). |
| 6 | <ul style="list-style-type: none"> – ‘<i>r</i>’ or ‘<i>rr</i>’ when adding <i>-ing, -ed</i> and some suffixes to verbs – DOUBLE the <i>r</i> for verbs of one syllable when the final <i>r</i> is preceded by a single vowel – star, starring, starred, starry; tar, tarring, tarred; war, warring, warred (but warfare); scar, scarring, scarred; stir, stirring, stirred. – DOUBLE the <i>r</i> for words of more than one syllable when the stress does not fall on the first syllable, concur, | <ul style="list-style-type: none"> – DO NOT DOUBLE the <i>r</i> for verbs of one syllable when the final <i>r</i> is preceded by a double vowel (e.g. <i>fear >fearing,</i> |

| | | |
|----|--|---|
| | concurring, concurred, concurrence; occur, occurring, occurred, occurrence; defer, deferring, deferred, (but deference); deter, deterring, deterring, deterrent; infer, inferring, inferred, (but inference); prefer, preferred, preferring, (but preference); refer, referred, referring, referral. | <i>feared</i>). – DO NOT DOUBLE the <i>r</i> for words of more than one syllable, when the stress falls on the first syllable (e.g. <i>prosper > prospered, prospering</i>). |
| 7 | – ‘ <i>l</i> ’ or ‘ <i>ll</i> ’ when adding <i>-ing, -ed</i> and some suffixes to verbs DOUBLE the <i>l</i> when it is preceded by a single vowel – cancel, cancelling, cancelled, cancellation; enrol, enrolling, enrolled (but enrolment); fulfil, fulfilling, fulfilled, fulfilment; level, levelling, levelled; travel, travelling, travelled, traveller. | – DO NOT DOUBLE the <i>l</i> when it is preceded by a double vowel (e.g. <i>conceal > concealing, concealed</i>). |
| 8 | – Dropping letters - many words drop a letter when adding a suffix, but it is not always the final letter – argue, argument; proceed, procedure; humour, humorous; disaster, disastrous; repeat, repetition; administer, administration. | – There is no reliable rule covering these words, so they have to be memorised. |
| 9 | – Word endings such as able/ible, ant/ance; ent/ence - negligible, incredible, invisible, sensible, admirable, preventable, suitable, dependable, attendance, ignorance, nuisance, importance, sentence, difference, independence, intelligence. | – There is no reliable rule covering these words, so they have to be memorised. |
| 10 | – Some words include letters which are not pronounced when the word is spoken -advertisement, campaign, column, debt, design, doubt, gauge, ghetto, heir, knife, knowledge, island, mortgage, often, pneumatic, rhythm, solemn, subtle. | – There is no reliable rule covering these words, so they have to be memorised. |

For further help with academic writing you can refer to ‘English Handbook and Study Guide A Comprehensive English Reference Book’ by Beryl Lutrin and Marcelle Pincus.

Students can also book a time with Ms Brien / Ms Colby who can offer one-on-one help with their written assignments.

Glossary of Key Assessment Terms

| | |
|--------------------|---|
| Account for | 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 |
| 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 |
| 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 |
| 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 |
| Summarise | Express, concisely, the relevant details |
| Synthesise | Putting together various elements to make a whole |

Strategies for Managing Assessment Tasks

Tips for starting an assignment...

Some students find it hard to start assignments. Here is a list of steps to help you get started and complete the process.

1. DEFINING:

- What does the topic ask?
- What do you already know about the topic?
- What do you need to know - questions and headings, keywords and search terms?
- What are all the places you might find information - search plan.

2. LOCATING:

- Find the resources listed in your search plan, such as encyclopedias, internet addresses, non-fiction books and CD-ROMs;
- Locate information in the resources using key words and search terms to look in the index and table of contents and library inquiry computer.

3. SELECTING:

- Identify the sources which have the most useful information to answer the focus questions;
- Write notes from relevant sources using a note-taking grid;
- Record where the information came from for the bibliography, e.g. author, title, publishing information.

4. PROCESSING AND ORGANISING:

- Sort the information into the headings which answer the focus questions;
- Compare the information to find out any differences in the information;
- Collect any pictures, photographs or tables to use;
- Identify any areas where further/different information is needed and try to locate relevant sources;
- Decide on the format for the presentation of the project.

5. CREATING AND SHARING:

- Complete the project in the chosen format;
- Present the project to the teacher or class as required.

6. EVALUATING:

- Look back over the project and decide if the focus questions have been answered well and presented in the best way;
- Talk to the teacher about the presentation.

Study Strategies

Dealing with stress before a test

Prepare your body and mind

1. **Ensure you drink enough water:** Research shows that information flows more freely between brain cells when they are well hydrated. Researchers say that drinking water may also calm nerves, while those who became thirsty during test time could be more easily distracted.
2. **Have enough sleep:** You must start the process with at least a full night's sleep between you and the exam. Your brain needs time to subconsciously digest everything you've put into it, so you cannot try to cram it all in an hour or two before the exam. The best time to start the process is between the morning and early afternoon of the day before your exam, a good 24-36 hours prior to the start of the test.
3. **Eat breakfast:** The Food and Nutrition Action Centre notes that missing breakfast can cause visual problems and slow memory function, while eating a full breakfast leads to fewer errors and quicker figuring in number-related tests.
4. **Exercise** plays a vital part in counterbalancing the stress responses produced in our bodies by having to meet deadlines and exams.
5. **Mindfulness:** Being mindful means paying attention to the present moment, exactly as it is. It is hard to be anxious if you are completely focused on the present moment – what you are sensing and doing RIGHT NOW?

A Few Simple Mindfulness Exercises

*Yesterday is history, tomorrow is a mystery but now is
a gift that's why they call it the present!*

"Be Present"

When you catch yourself being caught up in worries about the future or guilt and regret about the past, just notice that it is happening and simply and kindly say to yourself, "Be present." Then take a calming breath and focus on what you are doing right now.

"Three Senses"

Another helpful mindfulness trick is simply to notice what you are experiencing right now through three senses – sound, sight, and touch. Take a few slow breaths and ask yourself:

- What are three things I can hear? (clock on the wall, car going by, music in the next room, my breath)
- What are three things I can see? (this table, that sign, that person walking by)
- What are three things I can feel? (the chair under me, the floor under my feet, my phone in my pocket)

Think of these answers to yourself slowly, one sense at a time. It's impossible to do this exercise and not be present and mindful!

Dealing with anxiety e.g. before a test or a task is due:

1. find somewhere comfortable to sit
2. make sure you are comfortable
3. close your eyes if comfortable
4. concentrate on you breathing by counting your breath in e.g. 6 seconds
5. hold the breath for 3 sec
6. breath out for 7
7. repeat this with the aim to slow the breath and deepen the breath. This increases the oxygen to the brain and slows the heart rate.
8. now focus on how your body feels
9. start at the feet and clench them then relax
10. continue focusing on your breathing
11. repeat concentrating on hands face arms legs etc.
12. relax the whole body
13. when you are ready, come back, slowly move your fingers, open your eyes, and get up slowly.

Student Engagement Program and Learning Advisers

The Student Engagement Program supports students through mentoring and assistance with time management, organisation and motivation techniques. Learning Advisers work with students individually and in small groups to help them identify SMART goals and strategies to effectively supplement classroom and home learning.

You can access the Student Engagement Program in the following way:

- If your learning concerns are specific to a certain subject, discuss needs with your classroom teacher who will advise if further assistance from a Learning Adviser is appropriate.
- If your learning concerns are more general, contact your Year Adviser who may recommend you see a Learning Adviser.
- Come to the Learning Hub in the Library and speak directly to a Learning Adviser.

If students are feeling overwhelmed with work, they can see their classroom teacher, Ms Brien or Ms Colby.

If they feel like they'd like some additional support regarding their wellbeing, direct them to their Year Advisor, or to book an appointment with the School Counsellor.

Time Management Schedule

In the table below list your daily commitments on an average week. Make improvements to how you can use your time.

| | Mon | Tue | Wed | Thurs | Fri | Sat | Sun |
|------|---------------|-----|-----|-------|-----|------|-----|
| 5am | | | | | | 5am | |
| 6am | | | | | | 6am | |
| 7am | | | | | | 7am | |
| 8am | | | | | | 8am | |
| 9am | | | | | | 9am | |
| | | | | | | 10am | |
| | School | | | | | 11am | |
| 3.30 | | | | | | 12am | |
| 4pm | | | | | | 1pm | |
| 5pm | | | | | | 2pm | |
| 6pm | | | | | | 3pm | |
| 7pm | | | | | | 4pm | |
| 8pm | | | | | | 5pm | |
| 9pm | | | | | | 6pm | |
| 10pm | | | | | | 7pm | |
| 11pm | | | | | | 8pm | |

C R E A T I V I T Y & I N N O V A T I O N R U B R I C

PROCESS

| <i>Creativity & Innovation Opportunity at Phases of a Project</i> | Below Standard | Approaching Standard | At Standard |
|--|---|---|---|
| <i>Launching the Project</i> Define the Creative Challenge | <ul style="list-style-type: none"> • may just “follow directions” without understanding the purpose for innovation or considering the needs and interests of the target audience | <ul style="list-style-type: none"> • understands the basic purpose for innovation but does not thoroughly consider the needs and interests of the target audience | <ul style="list-style-type: none"> • understands the purpose driving the process of innovation (Who needs this? Why?) • develops insight about the particular needs and interests of the target audience |
| <i>Building Knowledge, Understanding, and Skills</i> Identify Sources of Information | <ul style="list-style-type: none"> • uses only typical sources of information (website, book, article) • does not offer new ideas during discussions | <ul style="list-style-type: none"> • finds one or two sources of information that are not typical • offers new ideas during discussions, but stays within narrow perspectives | <ul style="list-style-type: none"> • in addition to typical sources, finds unusual ways or places to get information (adult expert, community member, business or organization, literature) • promotes divergent and creative perspectives during discussions |
| <i>Developing and Revising Ideas and Products</i> Generate and Select Ideas | <ul style="list-style-type: none"> • stays within existing frameworks; does not use idea-generating techniques to develop new ideas for product(s) • selects one idea without evaluating the quality of ideas • does not ask new questions or elaborate on the selected idea • reproduces existing ideas; does not imagine new ones • does not consider or use feedback and critique to revise product | <ul style="list-style-type: none"> • develops some original ideas for product(s), but could develop more with better use of idea-generating techniques • evaluates ideas, but not thoroughly before selecting one • asks a few new questions but may make only minor changes to the selected idea • shows some imagination when shaping ideas into a product, but may stay within conventional boundaries • considers and may use some feedback and critique to revise a product, but does not | <ul style="list-style-type: none"> • uses idea-generating techniques to develop several original ideas for product(s) • carefully evaluates the quality of ideas and selects the best one to shape into a product • asks new questions, takes different perspectives to elaborate and improve on the selected idea • uses ingenuity and imagination, going outside conventional boundaries, when shaping ideas into a product • seeks out and uses feedback and critique to revise product to better meet the needs of the intended audience |

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| | | seek it out | |
| <i>Presenting Products and Answers to Driving Question</i> Present Work to Users/Target Audience | <ul style="list-style-type: none"> • presents ideas and products in typical ways (text-heavy PowerPoint slides, recitation of notes, no interactive features) | <ul style="list-style-type: none"> • adds some interesting touches to presentation media • attempts to include elements in presentation that make it more lively and engaging | <ul style="list-style-type: none"> • creates visually exciting presentation media • includes elements in presentation that are especially fun, lively, engaging, or powerful to the particular audience |
| PRODUCT | | | |
| | Below Standard | Approaching Standard | At Standard |
| Originality | <ul style="list-style-type: none"> • relies on existing models, ideas, or directions; it is not new or unique • follows rules and conventions; uses materials and ideas in typical ways | <ul style="list-style-type: none"> • has some new ideas or improvements, but some ideas are predictable or conventional • may show a tentative attempt to step outside rules and conventions, or find new uses for common materials or ideas | <ul style="list-style-type: none"> • is new, unique, surprising; shows a personal touch • may successfully break rules and conventions, or use common materials or ideas in new, clever and surprising ways |
| Value | <ul style="list-style-type: none"> • is not useful or valuable to the intended audience/user • would not work in the real world; impractical or unfeasible | <ul style="list-style-type: none"> • is useful and valuable to some extent; it may not solve certain aspects of the defined problem or exactly meet the identified need • unclear if product would be practical or feasible | <ul style="list-style-type: none"> • is seen as useful and valuable; it solves the defined problem or meets the identified need • is practical, feasible |
| Style | <ul style="list-style-type: none"> • is safe, ordinary, made in a conventional style • has several elements that do not fit together; it is a mish-mash | <ul style="list-style-type: none"> • has some interesting touches, but lacks a distinct style • has some elements that may be excessive or do not fit together well | <ul style="list-style-type: none"> • is well-crafted, striking, designed with a distinct style but still appropriate for the purpose • combines different elements into a coherent whole |

P R E S E N T A T I O N R U B R I C

| | Below Standard | Approaching Standard | At Standard |
|---|--|--|---|
| Explanation of Ideas & Information | <ul style="list-style-type: none"> • does not present information, arguments, ideas, or findings clearly, concisely, and logically; argument lacks supporting evidence; audience cannot follow the line of reasoning • selects information, develops ideas and uses a style inappropriate to the purpose, task, and audience (may be too much or too little information, or the wrong approach) • does not address alternative or opposing perspectives | <ul style="list-style-type: none"> • presents information, findings, arguments and supporting evidence in a way that is not always clear, concise, and logical; line of reasoning is sometimes hard to follow • attempts to select information, develop ideas and use a style appropriate to the purpose, task, and audience but does not fully succeed • attempts to address alternative or opposing perspectives, but not clearly or completely | <ul style="list-style-type: none"> • presents information, findings, arguments and supporting evidence clearly, concisely, and logically; audience can easily follow the line of reasoning • selects information, develops ideas and uses a style appropriate to the purpose, task, and audience • clearly and completely addresses alternative or opposing perspectives |
| Organization | <ul style="list-style-type: none"> • does not meet requirements for what should be included in the presentation • does not have an introduction and/or conclusion • uses time poorly; the whole presentation, or a part of it, is too short or too long | <ul style="list-style-type: none"> • meets most requirements for what should be included in the presentation • has an introduction and conclusion, but they are not clear or interesting • generally times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea | <ul style="list-style-type: none"> • meets all requirements for what should be included in the presentation • has a clear and interesting introduction and conclusion • organizes time well; no part of the presentation is too short or too long |

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| Eyes & Body | <ul style="list-style-type: none"> • does not look at audience; reads notes or slides • does not use gestures or movements • lacks poise and confidence (fidgets, slouches, appears nervous) • wears clothing inappropriate for the occasion | <ul style="list-style-type: none"> • makes infrequent eye contact; reads notes or slides most of the time • uses a few gestures or movements but they do not look natural • shows some poise and confidence, (only a little fidgeting or nervous movement) • makes some attempt to wear clothing appropriate for the occasion | <ul style="list-style-type: none"> • keeps eye contact with audience most of the time; only glances at notes or slides • uses natural gestures and movements • looks poised and confident • wears clothing appropriate for the occasion |
|------------------------|--|---|---|

C R I T I C A L T H I N K I N G R U B R I C

| <i>Critical Thinking Opportunity at Phases of a Project</i> | Below Standard | Approaching Standard | At Standard |
|---|---|--|---|
| <i>Launching the Project:</i> Analyze Driving Question and Begin Inquiry | <ul style="list-style-type: none"> • sees only superficial aspects of, or one point of view on, the Driving Question | <ul style="list-style-type: none"> • identifies some central aspects of the Driving Question, but may not see complexities or consider various points of view • asks some follow-up questions about the topic or the wants and needs of the audience or users of a product, but does not dig deep | <ul style="list-style-type: none"> • shows understanding of central aspects of the Driving Question by identifying in detail what needs to be known to answer it and considering various possible points of view on it • asks follow-up questions that focus or broaden inquiry, as appropriate • asks follow-up questions to gain understanding of the wants and needs of audience or product users |
| <i>Building Knowledge, Understanding, and Skills:</i> Gather and Evaluate Information | <ul style="list-style-type: none"> • is unable to integrate information to address the Driving Question; gathers too little, too much, or irrelevant information, or from too few sources • accepts information at face value (does not evaluate its quality) | <ul style="list-style-type: none"> • attempts to integrate information to address the Driving Question, but it may be too little, too much, or gathered from too few sources; some of it may not be relevant • understands that the quality of information should be considered, but does not do so thoroughly | <ul style="list-style-type: none"> • integrates relevant and sufficient information to address the Driving Question, gathered from multiple and varied sources • thoroughly assesses the quality of information (considers usefulness, accuracy and credibility; distinguishes fact vs. opinion; recognizes bias) |
| <i>Developing and Revising Ideas and Products:</i> Use Evidence and | <ul style="list-style-type: none"> • accepts arguments for possible answers to the Driving Question without questioning whether reasoning is valid • uses evidence without considering | <ul style="list-style-type: none"> • recognizes the need for valid reasoning and strong evidence, but does not evaluate it carefully when developing answers to the Driving Question • evaluates and revises ideas, product | <ul style="list-style-type: none"> • evaluates arguments for possible answers to the Driving Question by assessing whether reasoning is valid and evidence is relevant and sufficient • justifies choice of criteria used to evaluate ideas, |

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| Criteria | <p>how strong it is</p> <ul style="list-style-type: none"> relies on “gut feeling” to evaluate and revise ideas, product prototypes or problem solutions (does not use criteria) | <p>prototypes or problem solutions based on incomplete or invalid criteria</p> | <p>product prototypes or problem solutions</p> <ul style="list-style-type: none"> revises inadequate drafts, designs or solutions and explains why they will better meet evaluation criteria |
| <p><i>Presenting Products and Answers to Driving Question:</i></p> <p>Justify Choices, Consider Alternatives & Implications</p> | <ul style="list-style-type: none"> chooses one presentation medium without considering advantages and disadvantages of using other mediums to present a particular topic or idea cannot give valid reasons or supporting evidence to defend choices made when answering the Driving Question or creating products does not consider alternative answers to the Driving Question, designs for products, or points of view is not able to explain important new understanding gained in the project | <ul style="list-style-type: none"> considers the advantages and disadvantages of using different mediums to present a particular topic or idea, but not thoroughly explains choices made when answering the Driving Question or creating products, but some reasons are not valid or lack supporting evidence understands that there may be alternative answers to the Driving Question or designs for products, but does not consider them carefully can explain some things learned in the project, but is not entirely clear about new understanding | <ul style="list-style-type: none"> evaluates the advantages and disadvantages of using different mediums to present a particular topic or idea justifies choices made when answering the Driving Question or creating products, by giving valid reasons with supporting evidence recognizes the limitations of an answer to the Driving Question or a product design (how it might not be complete, certain, or perfect) and considers alternative perspectives can clearly explain new understanding gained in the project and how it might transfer to other situations or contexts |

C O L L A B O R A T I O N R U B R I C

| <i>Individual Performance</i> | Below Standard | Approaching Standard | At Standard |
|---|---|--|--|
| Takes Responsibility for Oneself | <ul style="list-style-type: none"> • is not prepared, informed, and ready to work with the team • does not use technology tools as agreed upon by the team to communicate and manage project tasks • does not do project tasks • does not complete tasks on time • does not use feedback from others to improve work | <ul style="list-style-type: none"> • is usually prepared, informed, and ready to work with the team • uses technology tools as agreed upon by the team to communicate and manage project tasks, but not consistently • does some project tasks, but needs to be reminded • completes most tasks on time • sometimes uses feedback from others to improve work | <ul style="list-style-type: none"> • is prepared and ready to work; is well informed on the project topic and cites evidence to probe and reflect on ideas with the team • consistently uses technology tools as agreed upon by the team to communicate and manage project tasks • does tasks without having to be reminded • completes tasks on time • uses feedback from others to improve work |
| Helps the Team | <ul style="list-style-type: none"> • does not help the team solve problems; may cause problems • does not ask probing questions, express ideas, or elaborate in response to questions in discussions • does not give useful feedback to others • does not offer to help others if they need it | <ul style="list-style-type: none"> • cooperates with the team but may not actively help it solve problems • sometimes expresses ideas clearly, asks probing questions, and elaborates in response to questions in discussions • gives feedback to others, but it may not always be useful • sometimes offers to help others if they need it | <ul style="list-style-type: none"> • helps the team solve problems and manage conflicts • makes discussions effective by clearly expressing ideas, asking probing questions, making sure everyone is heard, responding thoughtfully to new information and perspectives • gives useful feedback (specific, feasible, supportive) to others so they can improve their work |

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|-------------------------------------|---|--|---|
| | | | <ul style="list-style-type: none"> • offers to help others do their work if needed |
| Respects Others | <ul style="list-style-type: none"> • is impolite or unkind to teammates (may interrupt, ignore ideas, hurt feelings) • does not acknowledge or respect other perspectives | <ul style="list-style-type: none"> • is usually polite and kind to teammates • usually acknowledges and respects other perspectives and disagrees diplomatically | <ul style="list-style-type: none"> • is polite and kind to teammates • acknowledges and respects other perspectives; disagrees diplomatically |
| <i>Team Performance</i> | Below Standard | Approaching Standard | At Standard |
| Makes and Follows Agreements | <ul style="list-style-type: none"> • does not discuss how the team will work together • does not follow rules for collegial discussions, decision-making and conflict resolution • does not discuss how well agreements are being followed • allows breakdowns in team work to happen; needs teacher to intervene | <ul style="list-style-type: none"> • discusses how the team will work together, but not in detail; may just “go through the motions” when creating an agreement • usually follows rules for collegial discussions, decision-making, and conflict resolution • discusses how well agreements are being followed, but not in depth; may ignore subtle issues • notices when norms are not being followed but asks the teacher for help to resolve issues | <ul style="list-style-type: none"> • makes detailed agreements about how the team will work together, including the use of technology tools • follows rules for collegial discussions, decision-making, and conflict resolution • honestly and accurately discusses how well agreements are being followed • takes appropriate action when norms are not being followed; attempts to resolve issues without asking the teacher for help |

| | | | |
|------------------------------|---|---|---|
| Organizes Work | <ul style="list-style-type: none"> • does project work without creating a task list • does not set a schedule and track progress toward goals and deadlines • does not assign roles or share leadership; one person may do too much, or all members may do random tasks • wastes time and does not run meetings well; materials, drafts, notes are not organized (may be misplaced or inaccessible) | <ul style="list-style-type: none"> • creates a task list that divides project work among the team, but it may not be in detail or followed closely • sets a schedule for doing tasks but does not follow it closely • assigns roles but does not follow them, or selects only one “leader” who makes most decisions • usually uses time and runs meetings well, but may occasionally waste time; keeps materials, drafts, notes, but not always organized | <ul style="list-style-type: none"> • creates a detailed task list that divides project work reasonably among the team • sets a schedule and tracks progress toward goals and deadlines • assigns roles if and as needed, based on team members’ strengths • uses time and runs meetings efficiently; keeps materials, drafts, notes organized |
| Works as a Whole Team | <ul style="list-style-type: none"> • does not recognize or use special talents of team members • does project tasks separately and does not put them together; it is a collection of individual work | <ul style="list-style-type: none"> • makes some attempt to use special talents of team members • does most project tasks separately and puts them together at the end | <ul style="list-style-type: none"> • recognizes and uses special talents of each team member • develops ideas and creates products with involvement of all team members; tasks done separately are brought to the team for critique and revision |

Frequently Asked Questions

1. When do I have to hand in my work?

Assessment tasks must be submitted to your teacher in class by the due date, as indicated on the notification sheet. It is important not to leave tasks to the night before they are due. It is best to make a start on the first night you receive the task. Remember that technology failure is NOT an excuse for failure to complete. You should back up work as you are progressing through a task.

2. What do I do if I am sick on the day of the assessment task?

If you are unable to sit for or submit an assessment task, including examinations, you must:

(a) notify the classroom teacher by 9am on the morning of the assessment task; and

(b) contact your teacher on the day you return to School to submit a completed

Illness/Misadventure form. If you are away for a task you will be expected to sit the task, or an equivalent task, at the next reasonable point in time (if practicable).

3. What do I do if I can't make a deadline for a submitted task?

If you are unlikely to meet a deadline then you should see your classroom teacher or the Head Teacher in charge of that subject at least one week prior to the due date. An extension of time, beyond the published date, can only be granted after consultation with the Head Teacher of the subject. Individual teachers will not grant an extension of time for assessment tasks unless approval has been given. If you have not been granted an extension then penalties for work submitted late will apply (see below).

It is very important that you see your teacher if you think you might have difficulty meeting a deadline. It is easier to help you if enough notice has been given.

4. What are the penalties for late work?

Where there is no valid reason for not submitting an assessment task on time, penalties will be applied as follows:

- Each day, 10% will be deducted from the total mark that would have been achieved according to the marking guidelines (up to a maximum of 50%).
- After five days (the weekend counts as two days), if the task has not been submitted, a letter of concern will be sent home. Please note that the task will still have to be submitted, however the final mark awarded will be zero.

5. Can I be awarded zero for a task?

If the task is more than five days late, and no Illness/Misadventure approval given, you will receive a zero for that task. Students who are found to be cheating will be awarded a mark of zero for that task: this includes plagiarism (see below).

6. What is plagiarism?

Plagiarism is:

- copying someone else's work and pretending that it is your own.
- collusion (allowing someone to copy your work);
- forbidden aids (this would include bringing into an examination situation secret notes, or any helpful electronic device not specifically allowed, whether or not it is used);
- using material directly from books, journals, CDs or the internet or any other source without reference to the source;
- building on the ideas of another person without referring to the source.

Allegations of plagiarism or other forms of malpractice will be reported to the Head Teacher who will investigate the matter and, if proven, a zero will be awarded for the assessment task.

7. Who do I see if I need extra help with an assessment task?

The first person to ask for additional help is your classroom teacher. If you would like more support with literacy, you can make an appointment with the student engagement and learning support teacher, Ms Brien. If you are feeling overwhelmed and anxious about an assessment task or tasks, you may wish to make an appointment with the school counsellor, Ms Campbell-Allen.

Source: The questions in this FAQ list have been modified from those used at Abbotsleigh.