INFORMATION FOR STUDENTS & PARENTS
St Mark’s Coptic Orthodox College

7-10
Assessment Handbook 2013
TO LIVE IS CHRIST

Saint Mark’s Coptic Orthodox College
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Management of the College

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<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of College</td>
<td>Mr J Rekouniotis</td>
</tr>
<tr>
<td>Deputy Head of College</td>
<td>Mr F David</td>
</tr>
<tr>
<td>Head of Curriculum</td>
<td>Mr G Chahrozian</td>
</tr>
</tbody>
</table>

**Head of Faculties**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coptic Orthodox Studies</td>
<td>Father Shenouda Mansour</td>
</tr>
<tr>
<td>English</td>
<td>Mrs F Vaitsas</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mr W Michael</td>
</tr>
<tr>
<td>Science</td>
<td>Mr G Chahrozian</td>
</tr>
<tr>
<td>HSIE</td>
<td>Mr J Jacob</td>
</tr>
<tr>
<td>TAS</td>
<td>Mr Z Talevski</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Ms G Baldwin</td>
</tr>
<tr>
<td>PDHPE</td>
<td>Mr D Helene</td>
</tr>
<tr>
<td>Music</td>
<td>Mrs H Ibrahim</td>
</tr>
</tbody>
</table>
Introduction

This Assessment Handbook provides students with information about the procedures relating to Assessment. Students and parents are advised to read the booklet closely and keep it for reference.

Assessment Tasks

Assessment is a process of gathering information about student achievement at various stages in a course. Schools use a variety of assessment tasks to assess performance across a range of syllabus outcomes. The nature of tasks vary within and across courses – they include assignments, fieldwork and reports, oral presentations, tests and exams, portfolios, practical investigations, long term pieces of work and performances. Each task in a course is given a weighting (percentage of the total), based on syllabus requirements. Most courses have between three and five assessment tasks.

A student’s final assessment mark in a course is derived from the assessment tasks. It is a numerical measure of what a student knows, understands and can do in that course. Assessment is standards referenced – achievement is assessed against the standards specified in a course.

Generally, the specific details of each assessment task are given to students in writing two weeks before the task is due. Students will also be provided with the marking criteria.

The learning process includes students preparing themselves as well as possible for all aspects of assessment. If students return to school after an absence they should check with teachers to see whether an assessment task was issued. It is advisable to keep all assessment information including calendars prominently displayed in a home study area.

In some instances, assessment tasks may be prepared on a computer and printed for submission. Unfortunately, technology and particularly printers can break down at the most inopportune times. Faulty equipment is not an acceptable excuse for late submission. This also applies to printing (ink and toner shortages) as facilities are available via the school library network for printing hardcopies of assessments. Students should make regular backup copies of files, print their working drafts and keep drafts in order to support their work in case of late final submission.

As with all assessment and homework dilemmas, students should consult with the class teacher in the first instance. Any foreseeable problems should be addressed as soon as possible.
Submitting Assessment Tasks

Assignment-type tasks must be handed personally to your class teacher at the beginning of the appropriate subject period on the specified day. If no period for the subject is timetabled for that day, the task must be given to your teacher, or in the case of his or her absence, to the relevant Head of Department before the first period on the specified day.

An assessment task submitted later on the day than the timetabled period for that subject will be regarded as one day late and will attract a penalty. It is your responsibility to submit an assessment task on time.

The use of e-mail or fax as a means of submitting tasks is not acceptable. The College accepts no responsibility for the loss of tasks submitted electronically. Tasks submitted electronically will not be accepted and as such will incur late submission penalties until it is submitted personally to the class teacher. In exceptional circumstances a subject teacher may negotiate with individual students or parents for a task to be submitted electronically.

Sickness, Emergency or Misadventure

In all such cases a telephone call on the day of your absence to your Head of Department is needed. If the assessment task can be delivered to the class teacher on time by a parent or other person acting on your behalf, that too is appropriate and helpful.

If it is not possible to submit an assessment task on the set date due to illness, students are to present the task, along with a Medical Certificate (See Page 11 for form to complete) and a parent or guardian note on the first day of their return to school. All three items should be presented to the course teacher before the first period. The items should then be presented to the appropriate Head of Department.

Students absent on the day of an in-class assessment task or examination are to see the Head of Department before the first period. A Medical Certificate (See Page 11 for form to complete) and a parent note are to be presented them. Students may be given a substitute task or asked to sit the missed assessment.

There will be no penalty imposed if the above procedure is followed. To arrive at school with no Medical Certificate the first day back from illness may result in a zero mark.

Students suffering from an illness of more than one or two days or with a serious problem affecting their ability to submit an assessment task on time should apply to the Head of Department for an extension. The appropriate form is available at the back of this booklet. Students experiencing a prolonged absence must maintain contact with the Head of Department in order to follow the relevant school procedures.

Students with approved leave during assessment tasks must make alternate arrangements with your teacher and the Head of Department. Unapproved leave during assessment tasks will result in a mark of zero.
Extensions

Extensions will only be granted by a Head of Department in the most exceptional circumstances, and should not be assumed by students. Should a student wish to seek an extension for an Assessment Task, they must apply in advance, at least a week before the task is due, to the Head of the Department involved. A form is available for this purpose and is found on Page 25. The Head of the Department will deal promptly with the application and advise the outcome. Late applications for an extension will only be considered if special circumstances exist.

Grounds for extension may be:

1. Illness or valid injury (Doctor’s Certificate and Illness/Misadventure Form must be provided)
2. Severe family disruption
3. Student involvement in an official school function
4. Other (at the discretion of the Head of Curriculum)

Assessment Information

The date of an assessment task can be changed if school circumstances make it advisable. In such cases students will be given reasonable written notice (usually at least two weeks), of the alteration. The three key principles in this procedure will be that:

a) the date will not generally be made earlier than that originally advised.
b) the weighting of the Task in the overall Assessment Schedule will not generally be varied.
c) every consideration will be given to ensure that students do not suffer disadvantage.

Late Submission

A penalty will apply for any late submission of an assessment task not covered in the above. Students will lose 10% of the mark normally awarded for every day late (for example, the loss of 40% of the mark awarded if a student submits work 4 days late). In this context, “day” means calendar day; for example, a piece of work due on a Friday and submitted on the following Monday is three days late. In most instances, parents will be notified of penalties incurred due to the late submission of work. A student will have a zero recorded for work submitted 10 or more days late.

Students are expected to submit all assessment tasks, even in cases where a zero mark will be recorded. Students must complete assessment tasks that contribute in excess of 50% of the available marks in a course. Consistent failure to submit assessment tasks could result in failure to satisfy College course requirements and a subsequent interview will be held with parents to discuss the progression of the student to the next year level. Students and Parents will be informed via a Letter of Concern (see Page 9) sent home in the event of failure to submit an Assessment Task/s.
Alleged Malpractice in Assessment Tasks or Examinations

The NSW Board of Studies defines malpractice, or cheating, as “dishonest behaviour by a student that gives them an unfair advantage over others”. Any form of dishonesty in completing an assessment task, such as cheating, assisting someone to cheat or plagiarising (using other people’s work without acknowledgement) will result in no marks being recorded.

Plagiarism is the presenting of the words and ideas of others as if they were your own. It includes copying sections from books, articles (and other print material), CD ROMs & websites (and other electronic material), without indicating a quotation and acknowledging the author. Paraphrasing (changing a passage into your own words) is also plagiarism when the author of the original works is not acknowledged. Copying from other students and presenting it as your own is also plagiarism. A guide on how to reference material is provided in this booklet.

Students who are absent for either part or the whole of the day before an assessment is due, whether it is a submitted task or an examination, are to bring in a medical certificate (see Page 11 for form to complete) along with a parent or guardian note explaining their absence. Failure to do this may result in a zero mark being awarded. This procedure has been put in place to ensure that students do not intentionally stay at home to study or complete a task and hence gain an unfair advantage over students attending school.

When sitting for examination type assessment tasks, students must attend all other classes on this day, prior to the task. For example, if a task is on Period 4, students must attend their Period 1 – 3 classes as normal. Students arriving to school just to sit for an exam, without a genuine medical certificate (see Page 11 for form to complete) and reason, will be deemed to have truanted class and may receive a zero mark, as will students who are at school but do not attend their lessons.

Grievance & Appeals

Concerns may arise from time to time about aspects of a course. It may be about resources, facilities, another person, an assessment task or an assessment result. A grievance is any type of problem, and may be about an act, omission, situation or decision, you feel is unfair, discriminatory or unjustified. Students have 2 school days which includes the day they receive a task back in which to lodge an Assessment Appeal Form (Refer to Page 10) if they are unhappy about their result. Any requests made after this will not be accepted.

The following procedure should be followed:

(a) Try to clarify the situation with the class teacher involved.
(b) If the situation is unresolved, then you are to see the Head of Department for an Assessment Appeal Form.
(c) Complete the form and return it to the Head of Department.
(d) The Head of Department will hold a meeting with you. Notes will generally be taken and agreed to at the end of the meeting.
(e) If a satisfactory resolution cannot be achieved, then the Head of Curriculum must be contacted in bringing about a resolution. All procedures are consistent with the Board of Studies requirements.
**Student Responsibilities**

Each student has the responsibility to:

1. Understand the Board of Studies course requirements and procedures for each course of study.
2. Be familiar with and fulfill the requirements of the School Assessment Policy as set out in this handbook.
3. Attend school, be aware of due dates for assessment tasks and complete tasks on time.
4. Provide written evidence (e.g. Doctor’s Certificate) of reason for absence from or late submission of formal assessment tasks.
5. Plan a study timetable that gives careful consideration to the requirements of assessment tasks in their overall pattern of study.
6. Seek help and advice from the teaching staff.
7. Be present to do all in-school assessment tasks. This means being present all day on the day a task is due.
8. Be on time for all assessment tasks.
10. Apply himself/herself to the best of his/her ability to all coursework whether it is an assessment task, class work or homework.

**School’s Responsibilities**

1. Set tasks that will be used to measure performance in each component of the course.
2. Specify the relative value of each of these tasks.
3. Inform students in writing of the nature, timing, mark value and weighting of each task.
4. Provide feedback to students on their performance and on what they must do to improve.
5. Develop a policy for valid absences.
6. Keep records of students’ performance in each task.
7. Consider appeals after each task.
Appendix
Letter of Concern

Student’s Name: _______________ Date: _______________

Year: ______________________ Subject:__________________

Dear _______________________

The purpose of this letter is to inform you of your child’s progress in ___________________. I would like to bring to your attention that your child has not been performing up to standard due to the following:

- Homework has not been completed
- Assignment / Assessment Task have not been submitted
- Assignment / Assessment / Homework not completed in a satisfactory manner
- Class work is poor and / or incomplete
- Behaviour in class has not been satisfactory
- Class attendance has not been satisfactory
- Unprepared for class

Comments:
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

I seek your assistance in addressing this issue. Please speak to your child about these concerns.

If these concerns are not addressed immediately, your child may be detained after school for an hour detention.

Please feel free to contact me if you would like to discuss this any further. As an acknowledgement that you have received and read this letter, could you please sign a copy of this letter and retain a copy for your personal records.

_________________________ ______________________
Teacher Signature Head of Department Signature

I have received the letter concerning the performance of ______________ and have discussed the matter with him/her. I am also aware of the consequences he/she may face if his/her actions do not improve.

_________________________ 
Parent/ Guardian Signature: ____________________________
Extension Request for Assessment Task

Student Name: __________________________________________________ Year: ____________

I hereby apply for an extension in the following Assessment Task.

Course: _______________________________________________________________________________________

Nature of Task: _______________________________________________________________________________________

Due Date: ________________ Task Name: _________________________________________________________________

Reason for Extension:
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

(Documentary evidence from parent/doctor to be attached)

In applying for this extension I assure the Head of Department that I am not seeking any unfair advantage over the other students in the course.

Student’s Signature: ___________________________ Date: ______________

I have noted the above request and have decided

☐ To grant an extension
☐ Not to grant an extension

Reason:
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

New date for submission of Assessment Task: _______________________________________________________

Class Teacher’s Signature: ___________________________ Date: ______________

Head of Department Signature: ___________________________ Date: ______________
Independent Evidence of Illness/Misadventure

For appeals based on illness, this section will normally be completed by a doctor or other health professional. In the case of misadventure, it may be completed by another person, e.g. a police officer, counsellor. **This person should not be related to the student.**

*Evidence such as a Medical Certificate may be attached (stapled) to this page.*

**Attention: Health Professionals, Counsellors, etc**

For the circumstances of the student's absence to be accurately assessed, the following information is required:

**In case of illness:**
- The date of the onset of the illness, plus any additional dates of consultation
- A description of the student’s symptoms
- An indication of the duration of the condition
- The likely impact of the condition on the student’s test performance

**In the case of misadventure:**
- The date and time of the occurrence, and subsequent events
- A description of the occurrence

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**Independent Evidence of Illness or Misadventure**

(Please ensure you have read the instructions above. If this space is insufficient, please attach a separate sheet)

*Student Name: ________________________________*

(Additional space for information)

Please complete this section carefully. You may be contacted if additional information is required.

*Name: ___________________________*  
*Profession: ___________________________*

*Address: ___________________________*

*Telephone: ___________________________*  
*Signed: ___________________________*  
*Date: ___________________________*
ASSESSMENT APPEAL FORM

Student Name: ______________________________________  Year: ______________

Date: ______________

Subject: ____________________________________________________

Class teacher: _______________________________________________

Head of Department: __________________________________________

Reason for Appeal:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Student’s Signature: ____________________________  Date: __________________________

Parent’s Signature: _____________________________  Date: _________________________

Appeal Outcome

I have noted the above and have decided:

☐ To grant this appeal

☐ Not to grant this appeal

Reason:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Head of Department Signature: __________________________  Date: ______________
A Guide to Writing Bibliographies Based on The Harvard Style

(i) Background:

A Bibliography is a list of resources used in preparing a piece of work. When writing up a piece of work you will need to cite (quote) the bibliographical references of all resources you have used. Bibliographical references need to be cited in two different places:

1. Where a document is referred to in the text.
2. In a list at the end of the work which is arranged alphabetically by author then by date. This author/date system of description is referred to as the Harvard System.

(ii) Citing in the Text:

1. Citing in the text (without direct quote)
   At each point in the text which refers to a particular resource, insert the author’s surname and publication year. (Initials not necessary unless two authors have same name)

   The work of Thompson (1994), Bryant (1998) and Eastman (1986) were all concerned with the importance of consistency in bibliographies and citations.

2. Citing direct quotations
   After the quote include the author’s surname, publication year followed by page number. [One page (p) pages (pp) (full stop)]

   As Thompson says, “all direct quotations must be acknowledged” (Thompson, 1994, p. 45).

(iii) Bibliographical referencing of books (incl. Reference)

Include the following information in this order:

1. Author’s surname, initials. (full stop)
2. Year. (in brackets) (full stop)
3. Title of book. (underlined OR italics) (full stop)
4. Publisher, (comma)
5. Place of publication. (full stop)

For a reference book: Title of book. (underlined OR italics) (full stop)
Year. (in brackets) (full stops)
Publisher, (comma)
Place of publication. (full stop)

Bibliographical referencing of books (edited)

Include the following information in this order:

1. Editor’s surname, initials. (full stop)
2. (ed.) (in brackets)
3. Year. (in brackets) (full stop)
4. Title of book. (underlined OR italics) (full stop)
5. Publisher, (comma)
6. Place of publication. (full stop)

For an article in an edited book:

Before 1 to 5 add:

a) Article author’s surname, initials. (full stop)
b) Year. (brackets) (full stop)
c) Title of article. (full stop)
d) Followed by In: (underlined) (colon)
e) Back to number 1 and omit 3


Bibliographical referencing of World Wide Web

Include the following information in this order:

1. Author’s surname, initials. (full stop)
2. Year. (in brackets) (full stop)
3. Title (underlined OR italics)
4. [Internet]. [in square brackets] (full stop)
5. Publisher, (comma)
6. Place of publication. (full stop)

If there is no author start at Step 3.

If there is no date write n.d. (no date) after the author’s name

Eg. Hanson, B. n. d. Central Nepal. (cont. on from step 3.)

If there is no publisher or place of publication skip 5 and 6 and conclude with 7.

(vi) Bibliographical referencing of CD-ROMS

Include the following information in this order:
1. Author’s surname, initials. (full stop)
2. Year. (in brackets) (full Stop)
3. Title. (underlined OR italics)(full stop)
4. CD ROM. [in square brackets] (full stop)
5. Publisher, (comma)
6. Place of publication (full stop)


(vii) Bibliographical referencing of E-mail

Include the following information in this order:

1. Sender’s surname, initials. (full stop)
2. (Sender’s E-mail address), (brackets) (comma)
3. Day, (comma) month, (comma) year. (full stop)
4. Subject of message. (underlined OR italics) (full stop)
5. E-mail to (recipient’s email address). (brackets)(full stop)

Lowman, D. ([Deborah@pbsinc.com.au]), 4 April, 1998. Internet referencing. (awill@dva.gov.au).

(viii) Bibliographical referencing of interviews

Include the following information in this order.

1. Name of interviewee First initial (full stop) Surname (full stop)
2. Kind of interview (Personal or Telephone) (full stop)
3. Date of interview (full stop)

(ix) Bibliographical referencing of Journal articles

Include the following information in this order:

1. Author’s surname, initials. (full stop)
2. Year. (in brackets). (full stop).
3. Title of the article. (full stop)
4. Title of the journal. (underlined OR italics) (full stop)
5. Volume, number, month/session, (comma)
6. Page numbers of the article. (full stop)

Burns, S. (1989). There’s more than one way to learn. Australian Wellbeing. No 33, October, pp 42-44.

(x) Bibliographical referencing of Newspaper Articles

Include the following information in this order:

1. Author’s surname, initials. (full stop)
2. Year. (in brackets) (full stop)
3. Title of the article. (full stop)
4. Title of the newspaper. (underlined OR italics) (full stop)
5. Date of publication, (comma)
6. Page numbers of article. (full stop)


(xi) Bibliographical referencing of Videos

Include the following information in this order:

1. Series title. (full stop)
2. Series number. (full stop)
3. Title. (underlined OR italics) (full stop)
4. Year. (in brackets) (full stop)
5. Publisher, (comma)
6. Place of publication. (full stop)
7. Date of transmission, (comma)
8. Medium: Format. [in square brackets] (full stop)

A Glossary of Key Terms

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Account</td>
<td>Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions</td>
</tr>
<tr>
<td>Analyse</td>
<td>Identify components and the relationship between them; draw out and relate implications</td>
</tr>
<tr>
<td>Apply</td>
<td>Use, utilise, employ in a particular situation</td>
</tr>
<tr>
<td>Appreciate</td>
<td>Make a judgement about the value of</td>
</tr>
<tr>
<td>Assess</td>
<td>Make a judgment of value, quality, outcomes, results or size</td>
</tr>
<tr>
<td>Calculate</td>
<td>Ascertain/determine from given facts, figures or information</td>
</tr>
<tr>
<td>Clarify</td>
<td>Make clear or plain</td>
</tr>
<tr>
<td>Classify</td>
<td>Arrange or include in classes/categories</td>
</tr>
<tr>
<td>Compare</td>
<td>Show how things are similar or different</td>
</tr>
<tr>
<td>Construct</td>
<td>Make; build; put together items or arguments</td>
</tr>
<tr>
<td>Contrast</td>
<td>Show how things are different or opposite</td>
</tr>
<tr>
<td>Critically (analysis/evaluate)</td>
<td>Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)</td>
</tr>
<tr>
<td>Deduce</td>
<td>Draw conclusions</td>
</tr>
<tr>
<td>Define</td>
<td>State meaning and identify essential qualities</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Show by example</td>
</tr>
<tr>
<td>Describe</td>
<td>Provide characteristics and features</td>
</tr>
<tr>
<td>Discuss</td>
<td>Identify issues and provide points for and/or against</td>
</tr>
<tr>
<td>Distinguish</td>
<td>Recognise or note/indicate as being distinct or different from; to note differences between</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Make a judgement based on criteria; determine the value of</td>
</tr>
<tr>
<td>Examine</td>
<td>Inquire into</td>
</tr>
<tr>
<td>Explain</td>
<td>Relate cause and effect; make the relationships between things evident; provide why and/or how</td>
</tr>
<tr>
<td>Extract</td>
<td>Choose relevant and/or appropriate details</td>
</tr>
<tr>
<td>Extrapolate</td>
<td>Infer from what is known</td>
</tr>
<tr>
<td>Identify</td>
<td>Recognise and name</td>
</tr>
<tr>
<td>Interpret</td>
<td>Draw meaning from</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Investigate</td>
<td>Plan, inquire into and draw conclusions about</td>
</tr>
<tr>
<td>Justify</td>
<td>Support an argument or conclusion</td>
</tr>
<tr>
<td>Outline</td>
<td>Sketch in general terms; indicate the main features of</td>
</tr>
<tr>
<td>Predict</td>
<td>Suggest what may happen based on available information</td>
</tr>
<tr>
<td>Propose</td>
<td>Put forward (for example a point of view, idea, argument, suggestion) for consideration or action</td>
</tr>
<tr>
<td>Recall</td>
<td>Present remembered ideas, facts or experiences</td>
</tr>
<tr>
<td>Recommend</td>
<td>Provide reasons in favour</td>
</tr>
<tr>
<td>Recount</td>
<td>Retell a series of events</td>
</tr>
<tr>
<td>Summarise</td>
<td>Express, concisely, the relevant details</td>
</tr>
<tr>
<td>Synthesise</td>
<td>Putting together various elements to make a whole</td>
</tr>
</tbody>
</table>