YEAR 10
Assessment Handbook
2016
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**PRINCIPAL’S MESSAGE**

In today’s educational environment, the process of ‘Assessment’ cannot be separated from ‘Learning’. If assessment is appropriately connected to what it is that we are learning then, we can clearly understand if learning is really taking place and to what level of success. So, it is said by many educational leaders, that ‘assessment drives learning’ and so for students and their teachers it is fundamental to how we approach each school day and the courses we are studying.

This booklet has as its intention ‘to chart the assessment tasks’ for each course of study from Years 7 to 10, so that students can focus their attention on the learning tasks, connect with the class work, their teachers and their co-learners, so that each student can then represent that knowledge through the assessment task. The level of success will depend on how well a student represents their knowledge and skills by completing each assessment task. Teachers and Schools through a process of feedback, marks and grade levels will indicate to the students (and parents) how well they have mastered the content of a particular course.

Students can engage with their learning through 3 important aspects of assessment:

- **Assessment ‘for’ learning** – all the learning tasks that build up or add to the student’s ongoing learning. The brain-food for knowledge and skills.
- **Assessment ‘of’ learning** – are the formal assessment tasks chosen to be completed at a certain point of time where every student’s learning is measured in marks, grades and standards. Mostly, this type of assessment task will be completed through assignments, tests and exams.
- **Assessment ‘as’ learning** – are the times when a student can make a self-assessment of their learning. This is important and it is a way of motivating or inspiring one-self to aspire for improvement. A mentor, a parent and a teacher are among the best people to engage with for self-assessment.

It is important for each student to look carefully at the schedule of assessment tasks and then set about completing those tasks in a timely manner within the timeframe set out in this booklet. To give yourself the best outcome for success, planning is critical in representing your learning through the set task. Attentiveness in class, discussion with teachers and co-learners and then setting about the task by understanding the marking criteria and scaffolding that will assist you put your best foot forward. Please do not think you have to do this alone – make the connection with your teachers and discuss fully with them and your co-learners and parents. Always remember your work has to be your own not something taken from the internet or copied from a colleague.

As a Catholic College we look forward to assisting you and celebrating your success.

Mr Steve Todd

College Principal
COLLEGE CURRICULUM TEAM

College Principal: Mr S Todd
Secondary Principal: Mrs D Ferguson
Secondary Assistant Principal: Mrs M McGuinness
Religious Education Coordinator: Mrs C Price
Curriculum Coordinator: Mr A Evanson
Pastoral Wellbeing Coordinator: Mr J McNamara
Year 10 Coordinator: Mr D Tomsett

Key Learning Area Coordinators

Creative Arts (Visual Arts): Mrs J Young
eLearning Coordinator: Ms E Sullivan
English: Ms A Lovett
Human Society & Its Environment: Mrs M Boyd
Japanese: Mrs H Beech
Learning Support: Mrs S Small
Mathematics: Mr G Taylor
Performing Arts (Music/Dance/Drama): Mrs F Milkins
Personal Development/Health/Physical Education: Mr S Burns
Science: Mr I Cooper
Technological and Applied Studies: Mr D Clair
Vocational Education Training [VET]/Careers Adviser: Mr R Jones
COLLEGE TIMETABLE 2016

The MacKillop Catholic College timetable for 2016 is based on:

- 10 day cycle.
- 5 one hour periods per day.
- Sport on Thursday during period 5.
- 1 Pastoral Period every second cycle (Week B).
- 1 full School Assembly every second cycle (Week A).

The number of periods allocated to each course per cycle (1 cycle = 2 weeks) are:

**Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>5</td>
</tr>
<tr>
<td>English</td>
<td>7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7</td>
</tr>
<tr>
<td>Science</td>
<td>7</td>
</tr>
<tr>
<td>HSIE (History/Geography)</td>
<td>7</td>
</tr>
<tr>
<td>PDHPE</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td>5</td>
</tr>
</tbody>
</table>
RECORD OF SCHOOL ACHIEVEMENT (ROSA)

In 2011, after consultation with key groups representing Principals, teachers, parents and all school sectors the Minister for Education announced that after 2011 there would be no School Certificate.

Students who leave school before they complete their HSC deserve a credential which is modern and relevant. Employers also need to see a credential which is meaningful. To help with this we need a credential which recognises a wide range of student achievements.

This new credential, Record of School Achievement, will:

- be a record of achievement for students who leave school prior to receiving their HSC.
- report results of moderated, school – based assessment, not external tests.
- be available when a student leaves school any time after they complete Year 10.
- be cumulative and recognise a student’s achievements until the point they leave school.
- show a result for all courses completed in Year 10 and Year 11.
- be able to reliably compared between students across NSW.
- give students the option to take online literacy and numeracy tests.
- be comprehensive and offer the ability to record a student’s extra curricular activities.

It is proposed to qualify for the award of a Record of School Achievement, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW.
- undertaken and completed courses of study that satisfy the Board’s curriculum and assessment requirements for the Record of School Achievement.
- complied with any other regulations or requirements ( such as attendance ) imposed by the Minister or Board and
- completed Year 10.

The new credential will report on student achievement in Stage 5 using A to E grades, as previously described, in the same way as currently occurs at the end of Year 10 ( but without external test results ). The current procedures and course performance descriptors for the awarding of grades A to E in Stage 5 courses will be retained.
ASSESSMENT PROGRAM

The Board of Studies suggests that a total of 3-5 assessment tasks are sufficient to measure student achievement against syllabus objectives and outcomes.

As a matter of policy, all students in Year 9 will be notified of an Assessment Event in writing:

- at least two weeks prior to the due date.
- indicating the nature of the task and the outcomes its seeking to assess.
- date of issue.
- the marking criteria that will be applied, where appropriate.
- any alteration to Assessment calendar will be conveyed to parents and students in writing.

Marking and Grading

As a general guide, teachers should aim for a 2-week turn around in marking, ensuring that feedback is close to the assessment event. In accordance with the Board of Studies general principles of "Assessment for Learning", students should receive meaningful and constructive feedback on how they have achieved the outcomes(s) for a particular assessment task.

As to maintain consistency with the Board of Studies, a Common Grading Scale will be used; the descriptions of levels of achievement for both stages 4 & 5 will be categorised into 5 broad bands of achievement:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The student has an <strong>extensive</strong> 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.</td>
</tr>
<tr>
<td>B</td>
<td>The student has a <strong>thorough</strong> 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.</td>
</tr>
<tr>
<td>C</td>
<td>The student has a <strong>sound</strong> knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.</td>
</tr>
<tr>
<td>D</td>
<td>The student has a <strong>basic</strong> knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</td>
</tr>
<tr>
<td>E</td>
<td>The student has an <strong>elementary</strong> knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.</td>
</tr>
</tbody>
</table>
REPORTING AND APPLICATION AWARDS

Reporting

All reporting of student achievement at MacKillop Catholic College is compliant with the new Federal Government legislation. All student achievement will be recorded on a scale from A to E. The benchmarks used for the determination of student grades will be based on the Board of Studies Common Grading Scale as shown above.

All Year 8 students will receive a progress report at the completion of Term 1. This report will present a brief summary on how the student has settled into Secondary School and alert staff / parents of any potential matters of concern.

The reporting of student achievement will be on a semester basis.

- Semester 1 Report (Week 2, Term 2)
- Semester 2 Report (Week 9 Term 4)

Each student will receive a computer generated report on how they have achieved course outcomes based on a variety of formal assessment instruments.

Application Awards

An application award is given to a student for a high overall standard in the majority of his/her subjects over a one term period. It is for consistent behaviour and effort and will be awarded after teachers have completed a computer based Application Log.

The application award will be given to any students who receive 75% *Exceptional* and no *Cause for Concern*. A letter will be sent home to parents of any student who receives a high percentage of *Cause for Concern*.

BOARD OF STUDIES STAGE 5 MANDATORY STUDY REQUIREMENTS*

Based on the Education Act requirements, the Board of Studies has determined that for students to be eligible for a Record of Student Achievement they are required to study the following subjects:

- English, in each of Years 7 to 10
- Mathematics, in each of Years 7 to 10
- Science, in each of Years 7 to 10
- Geography and/or History in each of Years 7 to 10
- PDHPE, in each of Years 7 to 10
- Design and Technology in Years 7 and 8
- Visual Arts in Year 7 or 8
- Music in Years 7 or 8
- Languages in either Years 7 or 8
- Religious Education is a requirement for all students at MacKillop Catholic College.
Satisfactory Completion of a Course

When students enter Stage 4 they are commencing a pattern of study that eventually will result in the student being eligible for a Record of Student Achievement.

A student will be considered to have satisfactorily completed a course if in the Principal’s view there is sufficient evidence that the student has;

a) Followed the course developed by the Board of Studies; and

b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and

c) Achieved some or all of the course outcomes.

Attendance at school is considered to be an important component for the satisfactory completion of a course. As a guide, if a student’s pattern of attendance does become an issue, the Principal may determine that, as a result of frequent absence, the above criteria may not be met. Clearly, absences will be regarded seriously by the Principal who will give the student early warning of the consequences if further absence from school continues.

Learning Preparation

Learning preparation has the potential to help children become active, independent, and lifelong learners. This can also strengthen the links between home and school by involving parents in their children’s education in a positive and fruitful way.

The purpose of learning preparation is to assist the learning process through well thought out and meaningful activities that are designed to further engage students. This could include a variety of activities ranging from completing unfinished class work, reading in preparation for the next lesson, set questions and answers from a textbook through to working on a formal assessment task.
STAGE 5 ASSESSMENT POLICY

Submission of Tasks (Assessment Box)

All assessments (other than class tests/oral presentations/folios, 3D models), must be submitted by the student personally to the Assessment Box located near the West Wing staff study, unless other arrangements have been made by the KLA Coordinator. **No responsibility will be taken if a student gives their assessment to another student, teacher or office staff member.** If a student is absent on the day and the Assessment is brought to school by someone else – they must personally lodge it into the Assessment Box (This Box is locked at all times). **Therefore, no responsibility is taken for a misplaced Assessment Task.**

Plagiarism

Plagiarism refers to the practice of presenting the ideas of another person as your own. This may be in the form of:

- Downloading information from the Internet (cut/paste)
- Taking information from a published source without acknowledgement
- Copying another student’s work
- Getting help or ideas from another person without acknowledgement

**Students who commit plagiarism in assessment tasks may receive a zero for that task and will be required to resubmit the task.**

Cheating

Cheating is regarded as a non-genuine attempt and automatically receives a zero grade. Deliberate plagiarism and excessive downloading from web pages, breaching school examination rules, buying/stealing another person’s work, paying someone to write material, assisting another student in malpractice will also be regarded as cheating and result in a zero grade. Students caught cheating will also be required to resubmit the task.

Information Technology Misadventure Policy

Students may undertake several IT related assessment tasks within each KLA. Students will need to be aware that it is their responsibility to ensure that IT related tasks are attempted and submitted by the due date.

**Technical problems and malfunctions** (hard drive failure, loss of internet provider, lost/corrupted email attachment, printing glitches, floppy disk or software incompatibility) **are not an acceptable excuse for the late submission of any IT related assessment tasks.** Students that submit an assessment task late due to technical difficulties or malfunctions will be awarded a NON ATTEMPTED for the relevant outcomes of that assessment task.

*The only exception to this rule is when the student can provide the KLA Coordinator with hard evidence (earlier draft copies) of the content and standard of the outstanding assessment task.* This evidence will need to be presented to the KLA Coordinator no later than recess on the day that the assessment task is due.

**Hence draft copies should be kept and students should save and print off hard copies of earlier versions of the assessment as separate files.**

It is strongly recommended that when students are using technology to produce an assessment task, they should aim to complete the task ahead of time so those last minute technical problems/malfunctions may be resolved.
**Malpractice**

Cheating is regarded as a non-genuine attempt and automatically receives a zero grade. Deliberate plagiarism and excessive downloading from web pages, breaching school exam rules, buying/stealing another person’s work, paying someone to write material, assisting another student in malpractice will also be regarded as cheating and may result in a zero grade.

**Extensions**

A short extension of time may be granted for valid reasons, if applied for in writing to the Curriculum Coordinator three (3) working days before the due date.

If the reasons are not valid a 20% penalty per day will apply. This penalty is applied to the maximum possible mark for the task not the mark gained.

**Absence from ‘in class test’ assessment** (including Mid Course and Yearly Test)

If a student is going to be absent from school when an ‘in class test’ has been scheduled, a parent MUST phone the Front Office by 8.45am to inform the College that the student will be absent form the ‘in class test’.

On the first day that the students return to school they MUST collect an Illness Misadventure Form from the Curriculum Coordinator before 8.45am. The student will complete Illness Misadventure Form and attach any relevant documentation to support their absence (parent letter/medical certificate).

The Curriculum Coordinator will make a decision regarding the student appeal and inform the KLAC in writing.

If there is NO documentation to support/legitimise the absence, a zero result will be awarded. Students that do provide satisfactory documentation to explain their absence will be allowed to complete the task at the earliest and most convenient time. (KLAC decision)

NB: Students attending an excursion or representing school at sport or any other sanctioned extra curricular activity will complete the task during the next timetabled lesson.
# Illness Misadventure Appeal

**Please Print using a black or blue biro**

**Student**

<table>
<thead>
<tr>
<th>Year</th>
</tr>
</thead>
</table>

**Date Application was collected**

<table>
<thead>
<tr>
<th>Pastoral Class</th>
</tr>
</thead>
</table>

**Date Application was submitted**

<table>
<thead>
<tr>
<th>NB: Application must be submitted the date collected</th>
</tr>
</thead>
</table>

Make sure all sections are complete before submitting to the Curriculum Coordinator.

### Assessment Task Details

<table>
<thead>
<tr>
<th>Course</th>
<th>Date(s) of Task</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Teacher</th>
</tr>
</thead>
</table>

**Reason for**

- □ MISSING the Assessment Task  
- □ Requesting an EXTENSION

Tick appropriate box and give reason if needed:

- □ Illness  
- □ Bereavement (funeral)  
- □ Misadventure  
- □ Approved Leave  
- □ Other

(Reason) ____________________________________________________________

____________________________________________________________

### Checklist

Tick each item when complete:

- □ the school office was notified of the absence  
  Time: ___________ and Date: ______________

- □ a note from parent/guardian explaining absence is attached

- □ I have read the school Assessment Policy regarding absence and possible penalties.

**Student Signature:**

RETURN THE FORM TO CURRICULUM COORDINATOR

### Pastoral / Curriculum Coordinator's Comment (if required)

___________________________________________________________________________

___________________________________________________________________________

Pastoral / Curriculum Coordinator’s Signature:

### Decision

- □ Extension Without Penalty  
  Date Due: ________

- □ Sit Original Task

- □ Sit a Substitute Task

- □ Penalty applies  
  Penalty ________%

- □ Zero Awarded

- □
Late or Non-Submission of Assessment Task

The awarding of zero grades should only occur when the student has not submitted the work by the due date, not sat the required exam or made a non-genuine attempt at the task. Cheating is regarded as a non-genuine attempt and automatically receives a zero grade.

Any Assessment Tasks submitted after 3.30pm (either via assessment box) will be deemed as being LATE.

Students that are away from school due to a legitimate reason (illness or Principal approved leave) on the day that a ‘take home type’ task is due, are to submit the task (to the Curriculum Coordinator) on the first day that they are back at school. Attached to the Assessment Task will be a copy of the documentation to account for the absence from school.

If no documentation is attached to the Assessment Task, the submission will be deemed as being late and it incur a 20% penalty / day.

Students that fail to submit a ‘take home type’ of assessment task by the due date will be given sufficient time to redeem the situation (4 days) and submit the task to the Curriculum Coordinator. For each day the assessment task is late, a 20% penalty / day will apply. The Curriculum Coordinator will be responsible for determining the late penalty and forwarding the late assessment task to the relevant KLA Coordinator for marking.

If a student is unwilling to redeem the situation for themselves after 4 days, then the school will assist them by providing time on a Friday after school between 3.30 - 4.45pm, to complete the assessment task under the supervision of a KLA Coordinator in the library. Students completing the assignment will have their work corrected and a mark allocated to the value of no more than 20% of the total for the task.

In the case of a student that declines the invitation to attend the Friday afternoon class, the consequence will be:

i) the student will receive a formal College Long Afternoon Detention

ii) receive an official Board of Studies Warning Letter indicating that

the student is not satisfactorily meeting the course requirements and

is possibly jeopardising their Record of School Achievement for 2012.

NB: Students attending an excursion or representing school at sport or any other sanctioned extra curricular activity should take appropriate action to ensure that assessment tasks are submitted prior to departure otherwise it will be treated as a Late submission.
Suspension from School

If a student is under suspension from School, they must assume they will complete all assessment tasks subject to the same conditions as other students – the same tasks in the same time period under the same rules.

In the case of an ‘in-class’ test type or examination based assessment task students will be direct by the school to either;

- return to School to complete the task at a time and place designated by the Curriculum Coordinator
- complete a task under supervision at a separate venue and return it to School via;
  - another person (not a student) OR
  - fax – College fax.No. 4392-9499 OR
  - Express Post. MacKillop Catholic College PO Box 4367 Lake Haven 2263

Students suspended from and decline the opportunity to attempt and submit an ‘in-class’ test type or examination based assessment task will be awarded a zero.

In the case of take home type of assessment task –

- return the task to the Curriculum Coordinator by the due date via;
  - another person (not a student) OR
  - fax – College fax No. 4392-9499
  - Express Post by the due date - MacKillop Catholic College
    PO BOX 4367 Lake Haven 2263

Students suspended from school will not be eligible for an extension and if an assessment task is not submitted by the date due it will considered as being late and attract a 20% per day penalty.(40% weekend)
## ASSESSMENT PROCEDURE SUMMARY IN CLASS TESTS

**IN CLASS TYPE TEST**

<table>
<thead>
<tr>
<th>TEST DATE SET BY (AS PER ASSESSMENT CALENDAR)</th>
<th>YEAR 7-9</th>
<th>YEAR 10</th>
<th>YEAR 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>KLAC</td>
<td>KLAC</td>
<td>KLAC</td>
<td></td>
</tr>
</tbody>
</table>

**PRIOR KNOWLEDGE – UNABLE TO ATTEND THE TASK (TEST)**

<table>
<thead>
<tr>
<th>YEAR 7-9</th>
<th>YEAR 10</th>
<th>YEAR 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student must approach the KLAC</td>
<td>Student must complete Illness/ Misadventure Form THREE days before the task is due</td>
<td>Student must complete Illness/ Misadventure Form THREE days before the task is due</td>
</tr>
<tr>
<td>KLAC decision to grant rescheduling of the task</td>
<td>Curriculum Coordinator adjudicates</td>
<td>Curriculum Coordinator adjudicates</td>
</tr>
</tbody>
</table>

**PERSON RESPONSIBLE FOR FOLLOW UP IF EXTENSION NOT GRANTED**

<table>
<thead>
<tr>
<th>YEAR 7-9</th>
<th>YEAR 10</th>
<th>YEAR 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>KLAC</td>
<td>Curriculum Coordinator</td>
<td>Curriculum Coordinator</td>
</tr>
</tbody>
</table>

**DOCUMENTATION TO AVOID PENALTY**

<table>
<thead>
<tr>
<th>YEAR 7-9</th>
<th>YEAR 10</th>
<th>YEAR 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent / Guardian provides a note explaining absence from in class test.</td>
<td>Contact the College office Complete Illness/ Misadventure Form Doctors Certificate OR note written by parent / guardian</td>
<td>Contact the College office Complete illness/ misadventure form Doctors certificate only</td>
</tr>
<tr>
<td>Zero will apply for any leave that is NOT covered by illness or misadventure.</td>
<td>Principal approved leave – If a student takes Holiday Leave then they must sit any missed in class assessments within a week of returning. Failure to do this will result in the student receiving zero for the task.</td>
<td>Principal approved leave – if a student takes holiday leave then they must sit any missed in class assessments within a week of RETURNING.</td>
</tr>
<tr>
<td>Principal approved leave – If a student takes Holiday Leave then they must sit any missed in class assessments within a week of returning.</td>
<td>Failure to do this will result in the student receiving zero for the task.</td>
<td></td>
</tr>
</tbody>
</table>

**PENALTY FOR NO DOCUMENTATION**

<table>
<thead>
<tr>
<th>YEAR 7-9</th>
<th>YEAR 10</th>
<th>YEAR 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero</td>
<td>Zero</td>
<td>Zero</td>
</tr>
<tr>
<td>Parent / Guardian informed in writing</td>
<td>Parent / Guardian informed in writing</td>
<td>Parent / Guardian informed in writing</td>
</tr>
</tbody>
</table>

**FOLLOW UP PROCEDURE (ONLY IF PROPER DOCUMENTATION)**

<table>
<thead>
<tr>
<th>YEAR 7-9</th>
<th>YEAR 10</th>
<th>YEAR 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test may be rescheduled.</td>
<td>KLAC to reschedule the test event at their discretion</td>
<td>KLAC to reschedule the test event</td>
</tr>
</tbody>
</table>
## ASSESSMENT PROCEDURE SUMMARY  TAKE HOME TASKS

### ASSESSMENT TASK

<table>
<thead>
<tr>
<th></th>
<th>YEAR 7-9</th>
<th>YEAR 10</th>
<th>YEAR 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHEDULED DATE FOR SUBMISSION</strong></td>
<td>Decision of KLAC (preferably Monday)</td>
<td>Mon or Tue ONLY (preferably Monday)</td>
<td>Mon ONLY</td>
</tr>
<tr>
<td><strong>EXTENSIONS</strong></td>
<td>Arranged by KLAC</td>
<td>Curriculum Coordinator only. Request in writing</td>
<td>Curriculum Coordinator only. Request in writing</td>
</tr>
<tr>
<td><strong>PERSON RESPONSIBLE FOR FOLLOW UP (LATE, NON ATTEMPTS, ETC)</strong></td>
<td>KLAC</td>
<td>Curriculum Coordinator</td>
<td>Curriculum Coordinator</td>
</tr>
<tr>
<td><strong>ILLNESS/ MISADVENTURE PROCESS</strong></td>
<td>KLAC</td>
<td>Illness/ Misadventure Form from CC Office</td>
<td>Illness/ Misadventure Form from CC Office</td>
</tr>
<tr>
<td><strong>DOCUMENTATION TO AVOID PENALTY</strong></td>
<td>Parent / Guardian provides a note explaining absence from school on the hand in day for task. Zero will apply for any leave that is NOT covered by illness or misadventure Principal approved leave – a zero will apply for Holiday Leave unless the task is submitted prior to the leave.</td>
<td>Contact the College Office Doctors Certificate OR note written by parent / guardian Principal approved leave – a zero will apply for Holiday Leave unless the task is submitted prior to the leave.</td>
<td>Contact the College Office Doctors Certificate ONLY Principal approved leave – a zero will apply for Holiday Leave unless the task is submitted prior to the leave.</td>
</tr>
<tr>
<td><strong>INITIAL CONSEQUENCES</strong></td>
<td>Student will initially be awarded a zero for the task. Student may redeem the situation at any time for the next 4 school days (20% deduction each day late)</td>
<td>20% deduction for the first 4 days</td>
<td>20% deduction per day Parent / Guardian contacted immediately</td>
</tr>
</tbody>
</table>
| **FOLLOW UP CONSEQUENCES** | Task not submitted after 4 days;  
- KLAC informs parent / guardian in writing  
- zero awarded  
- academic detention to complete the task | Task not submitted after 4 days;  
- Friday academic detention to complete the task issued by Curriculum Coordinator  
- task is marked out of 20% max mark | After 5 days – zero awarded Curriculum Coordinator informs parent in writing |
| **PART 1**       |                                               |                                              |                                               |
| **PART 2**       | Student fails to attend academic detention – LAD issued and recorded on Edumate | Student fails to attend academic detention;  
*BOS Warning Letter issued | BOS Warning Letter issued |
YEAR 10 EXAMINATION RULES & PROCEDURES

Before exam assembly

- Students will assemble & line up 15 mins. before the advertised starting time of the exam (outside the venue for the exam) in alphabetical order to be marked off from a roll and allocated to a room for the exam.

Equipment requirements

- Students must have organised the following equipment and stored in a clear plastic sleeve; All equipment MUST be free from graffiti.
  - black/blue pens
  - red pen
  - pencil
  - eraser
  - ruler
  - calculator (Board of Studies approved)

- During exams students will not be allowed to borrow equipment from other students
- Pencil cases are not permitted in the exam room

Student numbers

- All students are to use their allocated school exam number as a means of identification on all exam papers

Malpractice/ cheating

- Students caught either taking notes into the exam room or gaining any other unfair advantage – this will be considered as malpractice and awarded a zero grade for that exam
- Students turning around or communicating with other students - this will be considered as inappropriate behaviour & gaining an unfair advantage. This type of action will be considered as malpractice.

Illness on the day of the examination

Students should refer to the Assessment Policy – Page 11 for details regarding the correct procedure to follow.

Behaviour during the exam

- Students will enter the exam room in silence & sit in the allocated place. Any form of communication between students will be considered as malpractice.
- Students making reference to notes whilst in the exam room will be considered as having an unfair advantage and will be awarded a zero for the test.
- Students turning around or communicating with other students will be considered as engaging in inappropriate behaviour & gaining an unfair advantage. This type of action will be considered as malpractice.
- Students will not be allowed to enter the exam room if they any form of scribble and/or writing on part of their body
- Students are not allowed to wear wrist watch on their arms whilst in the exam room. Wrist watches MUST be placed on the top corner of the writing desk
- Students will not be allowed to leave the exam room to go to the toilet during the first and last 30 minutes of an examination
- Students will not be allowed to leave the exam room early. They must remain seated and not disturb other students. Students deliberately disturbing or distracting other students during any part of the exam will jeopardize their paper being marked
- Graffiti of any description on exam papers will not be tolerated. Exam papers defaced, or containing any form of graffiti will not be marked

At the conclusion of the exam, the supervising teacher will collect all the test materials.
YEAR 10
Assessment Schedules
2016
# YEAR 10 RELIGIOUS EDUCATION

<table>
<thead>
<tr>
<th>TERM / WEEK</th>
<th>TASK – DESCRIPTION</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1, Week 9</td>
<td>The Journey of Catholic Faith: Research Presentation.</td>
<td>30</td>
</tr>
<tr>
<td>Term 2, Week 6</td>
<td>Catholicism in Australia &amp; Interpreting God's Word. ICT Task.</td>
<td>20</td>
</tr>
<tr>
<td>Term 3, Weeks 8/9</td>
<td>Introduction to Youth Ministry: In class- Project</td>
<td>30</td>
</tr>
<tr>
<td>Term 4, Week 4</td>
<td>Justice and Reconciliation. Yearly Examination.</td>
<td>20</td>
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</table>

**TOTAL** 100

# YEAR 10 ENGLISH

<table>
<thead>
<tr>
<th>TERM / WEEK</th>
<th>TASK-DESCRIPTION</th>
<th>WEIGHT</th>
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<tbody>
<tr>
<td>Term 1, Week 8</td>
<td>The Messenger writing task (in class)</td>
<td>25</td>
</tr>
<tr>
<td>Term 2, Week 6</td>
<td>Whale Rider Mid Course exam</td>
<td>25</td>
</tr>
<tr>
<td>Term 3, Week 9</td>
<td>Macbeth writing task (in class)</td>
<td>25</td>
</tr>
<tr>
<td>Term 4, Week 4</td>
<td>Area of Study – Change yearly exam</td>
<td>25</td>
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**TOTAL** 100
# YEAR 10 HSIE

<table>
<thead>
<tr>
<th>TERM /WEEK</th>
<th>TASK – DESCRIPTION</th>
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<tbody>
<tr>
<td>Term 1, Week 7</td>
<td>History</td>
<td>20</td>
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<tr>
<td></td>
<td>THE MODERN WORLD AND AUSTRALIA (Overview)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Core Study – Depth Study 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rights and Freedoms (1945–present)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prepared response during Ae3 lesson week 7</td>
<td></td>
</tr>
<tr>
<td>Term 2, Week 6</td>
<td>History</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Half Yearly Examination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15% Examination style questions- short response,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>source based and objective style questions</td>
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<tr>
<td></td>
<td>THE MAKING OF THE MODERN WORLD (Overview)</td>
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<td>Depth Study 3 (Core)</td>
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<tr>
<td></td>
<td>Australians at War (WWII)</td>
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<tr>
<td></td>
<td>15% Prepared response –</td>
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<tr>
<td></td>
<td>Australian society and the Vietnam War Era</td>
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<tr>
<td></td>
<td>THE MODERN WORLD AND AUSTRALIA (Overview)</td>
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<tr>
<td></td>
<td>Depth Study 6: School-developed Optional Study: The</td>
<td></td>
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<tr>
<td></td>
<td>Vietnam War Era</td>
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<tr>
<td>Term 3, Week 9</td>
<td>Geography</td>
<td>10</td>
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<tr>
<td></td>
<td>RAP Part 1 (research) Issues in Australian</td>
<td></td>
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<td></td>
<td>Environments</td>
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<tr>
<td>Term 4, Week 4</td>
<td>Geography</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Yearly Examinations</td>
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<tr>
<td></td>
<td>Australia's Regional and Global Context plus</td>
<td></td>
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<tr>
<td></td>
<td>Issues in Australian Environments; RAP (Part 2) as extended</td>
<td></td>
</tr>
<tr>
<td></td>
<td>response.</td>
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<tr>
<td><strong>TOTAL</strong></td>
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## YEAR 10 MATHEMATICS

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<th>TERM / WEEK</th>
<th>TASK-DESCRIPTION</th>
<th>WEIGHT</th>
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<tbody>
<tr>
<td>Term 1, Week 8</td>
<td>Topic Test-</td>
<td>20</td>
</tr>
<tr>
<td>Term 2, Week 6</td>
<td>Mid Course Examination</td>
<td>30</td>
</tr>
<tr>
<td>Term 3, Week 8</td>
<td>Topic Test</td>
<td>20</td>
</tr>
<tr>
<td>Term 4 Week 4</td>
<td>Yearly Exam</td>
<td>30</td>
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<td><strong>TOTAL</strong></td>
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## YEAR 10 PDHPE

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<th>TASK-DESCRIPTION</th>
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<tbody>
<tr>
<td>Term 1, Week 10</td>
<td>Volleyball Assessment</td>
<td>25</td>
</tr>
<tr>
<td>Term 2, Week 4</td>
<td>Discrimination/Power Test</td>
<td>25</td>
</tr>
<tr>
<td>Term 3, Week 10</td>
<td>Soft Cross Practical Assessment</td>
<td>25</td>
</tr>
<tr>
<td>Term 4, Week 5</td>
<td>Driving Exam</td>
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<tr>
<td><strong>TOTAL</strong></td>
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# YEAR 10 SCIENCE

<table>
<thead>
<tr>
<th>TERM / WEEK</th>
<th>TASK – DESCRIPTION</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 Week 5</td>
<td>AoL 1 - ICT-RESEARCH ASSIGNMENT Student research science in the media, and are tested on their scientific literacy skills which they have been developing through year 9 AFLs</td>
<td>20</td>
</tr>
<tr>
<td>Term 2 Week 6</td>
<td>AoL 2 - MID COURSE EXAMINATION: testing the critical thinking, scientific problem solving and practical skills as covered to date in the Stage 5 Science Syllabus and term 1 &amp; 2 AFLs</td>
<td>30</td>
</tr>
<tr>
<td>Term 3</td>
<td>NIL</td>
<td></td>
</tr>
<tr>
<td>Term 4 Week 4</td>
<td>AoL 3 - FINAL YEAR EXAMINATION testing the knowledge and understanding of physics, chemistry, biology and earth and environmental science; as studied in Terms 1-4</td>
<td>40</td>
</tr>
</tbody>
</table>

**TOTAL** 100
## YEAR 10 ELECTIVES

### YEAR 10 BUILDING & CONSTRUCTION

<table>
<thead>
<tr>
<th>TERM / WEEK</th>
<th>TASK – DESCRIPTION</th>
<th>WEIGHT</th>
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<tbody>
<tr>
<td>Term 1, Week 5</td>
<td>Revision of WHS&lt;br&gt;Care and maintenance of various tools and machines. General home maintenance</td>
<td>5</td>
</tr>
<tr>
<td>Term 2, Week 6</td>
<td>Mid Course – Practical Exam</td>
<td>15</td>
</tr>
<tr>
<td>Term 2, Week 10</td>
<td>House Framing – Installing doors, windows and plastering</td>
<td>40</td>
</tr>
<tr>
<td>Term 4, Week 4</td>
<td>Paving and concreting</td>
<td>40</td>
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<td><strong>TOTAL</strong></td>
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### YEAR 10 COMMERCE

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<tr>
<th>TERM / WEEK</th>
<th>TASK – DESCRIPTION</th>
<th>WEIGHT</th>
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<tbody>
<tr>
<td>Term 1 Week 9</td>
<td>Research and Analysis Response – Law &amp; Society</td>
<td>20</td>
</tr>
<tr>
<td>Term 2 Week 6</td>
<td>Mid Course Examination – Law and Society and Law in Action</td>
<td>30</td>
</tr>
<tr>
<td>Term 3 Week 10</td>
<td>Investigation and Research Response – Employment Issues and the Economy</td>
<td>20</td>
</tr>
<tr>
<td>Term 4 Week 4</td>
<td>Yearly Examination – Employment Issues and Towards Independence</td>
<td>30</td>
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<td><strong>TOTAL</strong></td>
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## YEAR 10 DANCE

<table>
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<tr>
<th>TERM / WEEK</th>
<th>TASK – DESCRIPTION</th>
<th>WEIGHT</th>
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</thead>
<tbody>
<tr>
<td>Term 1 Week 9</td>
<td>Group Performance and Composition&lt;br&gt;Log Book</td>
<td>20</td>
</tr>
<tr>
<td>Term 2 Week 6</td>
<td>Video Presentation and Mid Course Examination</td>
<td>30</td>
</tr>
<tr>
<td>Term 3 Week 8</td>
<td>Individual Performance and Healthy Lifestyle Plan</td>
<td>25</td>
</tr>
<tr>
<td>Term 4 Week 4</td>
<td>Group Performance and Yearly Written Examination Block</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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## YEAR 10 DRAMA

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<tr>
<th>TERM / WEEK</th>
<th>TASK – DESCRIPTION</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 Week 10</td>
<td>Performance and Log Book – Shakespeare</td>
<td>25</td>
</tr>
<tr>
<td>Term 2 Week 9</td>
<td>Individual Project – From Director to Designer</td>
<td>25</td>
</tr>
<tr>
<td>Term 3 Week 8</td>
<td>Short Film – Melodrama</td>
<td>20</td>
</tr>
<tr>
<td>Term 4 Week 4</td>
<td>Yearly Examination - Written and Practical Workshop Activities</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
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</table>
## YEAR 10 FOOD TECHNOLOGY

<table>
<thead>
<tr>
<th>TERM / WEEK</th>
<th>TASK – DESCRIPTION</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 Week 10</td>
<td>Food for Special Needs - Students will plan and prepare safe and nutritious foods to meet specific food needs in various circumstances</td>
<td>20</td>
</tr>
<tr>
<td>Term 2 Week 6</td>
<td>Mid Course Examination</td>
<td>15</td>
</tr>
<tr>
<td>Term 3 Week 2</td>
<td>Food Service and Catering – Students participate in menu planning for various settings, customer service and food presentation.</td>
<td>25</td>
</tr>
<tr>
<td>Term 3 Week 10</td>
<td>Food Product Development – Students will develop and produce a food product accompanied by a detailed folio outlining their process.</td>
<td>30</td>
</tr>
<tr>
<td>Term 4 Week 4</td>
<td>Food Equity – Students will show their knowledge and understanding of global food distribution.</td>
<td>10</td>
</tr>
</tbody>
</table>

**TOTAL** 100

## YEAR 10 GRAPHICS TECHNOLOGY

<table>
<thead>
<tr>
<th>TERM / WEEK</th>
<th>TASK – DESCRIPTION</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2 Week 2</td>
<td>Australian Architecture.-Heritage Bus Shelter – Design of a bus shelter.</td>
<td>25</td>
</tr>
<tr>
<td>Term 2 Week 6</td>
<td>Half Yearly Examination</td>
<td>15</td>
</tr>
<tr>
<td>Term 3 Week 4</td>
<td>Furniture and Cabinet drawing- Make my design Design and produce a piece of furniture and then develop in to a brochure for marketing purposes.</td>
<td>25</td>
</tr>
<tr>
<td>Term 4 Week 6</td>
<td>Architecture- Architecture and Interior Design Investigate the role of an architect and an interior designer and then develop a house renovation.</td>
<td>35</td>
</tr>
</tbody>
</table>

**TOTAL** 100
## YEAR 10 INDUSTRIAL TECHNOLOGY

<table>
<thead>
<tr>
<th>TERM / WEEK</th>
<th>TASK – DESCRIPTION</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 Week 10</td>
<td>WHS and tool maintenance skills test</td>
<td>5</td>
</tr>
<tr>
<td>Term 1 Week 10</td>
<td>Wooden Burr Puzzle – produce a timber puzzle from a series of working drawings.</td>
<td>25</td>
</tr>
<tr>
<td>Term 2 Week 6</td>
<td>Half Yearly Examination</td>
<td>20</td>
</tr>
<tr>
<td>Term 4 Week 6</td>
<td>Bedside Table – Students to produce a sketch up working drawing of their cabinet design</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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## YEAR 10 INFORMATION SOFTWARE TECHNOLOGY

<table>
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<th>TERM / WEEK</th>
<th>TASK – DESCRIPTION</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 Week 10</td>
<td>Design and Implementation of Databases</td>
<td>20</td>
</tr>
<tr>
<td>Term 2 Week 6</td>
<td>Mid Course Examination</td>
<td>20</td>
</tr>
<tr>
<td>Term 3 Week 2</td>
<td>HTML – Website design and evaluation</td>
<td>20</td>
</tr>
<tr>
<td>Term 4 Week 2</td>
<td>Podcasting and digital editing</td>
<td>20</td>
</tr>
<tr>
<td>Term 4 Week 4</td>
<td>Yearly Examination</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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## YEAR 9 JAPANESE

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<th>TERM / WEEK</th>
<th>TASK – DESCRIPTION</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 Week 8</td>
<td>Weekly Routine : Interview / Role Play</td>
<td>20</td>
</tr>
<tr>
<td>Term 2 Week 6</td>
<td>Mid Course Examination – In Class ( Frozen Week )</td>
<td>30</td>
</tr>
<tr>
<td>Term 3 Week 7</td>
<td>Are you busy? – Skype Conversation and Diary Entry</td>
<td>20</td>
</tr>
<tr>
<td>Term 4 Week 3</td>
<td>Are you Busy? – Yearly Examination – In Class ( Frozen Week )</td>
<td>30</td>
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**TOTAL** 100

## YEAR 10 MUSIC

<table>
<thead>
<tr>
<th>TERM / WEEK</th>
<th>TASK – DESCRIPTION</th>
<th>WEIGHT</th>
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<tbody>
<tr>
<td>Term 1 Week 9</td>
<td>Australian Music Performance</td>
<td>10</td>
</tr>
<tr>
<td>Term 2 Week 6</td>
<td>Mid Course Listening Exam</td>
<td>15</td>
</tr>
<tr>
<td>Term 3 Week 4</td>
<td>Minimalism Composition</td>
<td>15</td>
</tr>
<tr>
<td>Term 4 Week 4</td>
<td>Yearly Written Examination and Performance – one own choice and one Jazz</td>
<td>40</td>
</tr>
</tbody>
</table>

**TOTAL** 100
# YEAR 10 P.A.S.S

<table>
<thead>
<tr>
<th>TERM / WEEK</th>
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<tbody>
<tr>
<td>Term 1 Weeks 1-11</td>
<td>Coaching Practical Assessment</td>
<td>25</td>
</tr>
<tr>
<td>Term 2 Week 5</td>
<td>Coaching Theory</td>
<td>25</td>
</tr>
<tr>
<td>Term 3 Weeks 1-10</td>
<td>Bronze Medallion</td>
<td>50</td>
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<td><strong>TOTAL</strong></td>
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# YEAR 10 PHOTOGRAPHIC & DIGITAL MEDIA

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<th>TERM / WEEK</th>
<th>TASK – DESCRIPTION</th>
<th>WEIGHT</th>
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</thead>
<tbody>
<tr>
<td>Term 1 Week 9</td>
<td>Practical: Unit of Work 'Fractured Fairy tales' Claymation film</td>
<td>25</td>
</tr>
<tr>
<td>Term 2 Week 5</td>
<td>THEORY: Research Task</td>
<td>25</td>
</tr>
<tr>
<td>Term 3 Week 9</td>
<td>Practical: Unit of Work 'Filmfest' Short film</td>
<td>25</td>
</tr>
<tr>
<td>Term 4 Week 4</td>
<td>Theory: Yearly Examination</td>
<td>25</td>
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<tr>
<td><strong>TOTAL</strong></td>
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## YEAR 10 TEXTILES

<table>
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<tr>
<th>TERM / WEEK</th>
<th>TASK – DESCRIPTION</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2 Week 4</td>
<td>Costume Design: Students are to design, produce and evaluate a garment. A folio will accompany the garment following the design process.</td>
<td>30</td>
</tr>
<tr>
<td>Term 2 Week 6</td>
<td>Mid Course Test</td>
<td>20</td>
</tr>
<tr>
<td>Term 3 Week 7</td>
<td>Textile Arts – create an artwork from textile materials.</td>
<td>30</td>
</tr>
<tr>
<td>Term 4 Week 3</td>
<td>Textiles Recycling: Students are to present a design folio and a recycled textile product.</td>
<td>20</td>
</tr>
</tbody>
</table>

**TOTAL**

100

## YEAR 10 VISUAL ARTS

<table>
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<tr>
<th>TERM / WEEK</th>
<th>TASK – DESCRIPTION</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 Week 10</td>
<td>PRACTICAL: Unit of work 'Vessels' - Ceramics</td>
<td>25</td>
</tr>
<tr>
<td>Term 2 Week 4</td>
<td>THEORY: Research Task</td>
<td>25</td>
</tr>
<tr>
<td>Term 3 Week 9</td>
<td>PRACTICAL: Unit of work The Emperor's New Clothes' - classwork</td>
<td>25</td>
</tr>
<tr>
<td>Term 4 Week 4</td>
<td>THEORY: Yearly Examination</td>
<td>25</td>
</tr>
</tbody>
</table>

**TOTAL**

100
YEAR 10 STUDENT HANDBOOK 2016

At MacKillop Catholic College, to help all students understand what is required for Assessment and to help with their organisation throughout the year, each student will be issued with a handbook outlining:

- the rights and responsibilities of both school and students
- the Assessment Policy and all of the associated administrative procedures that are associated with the policy
- assessment schedules and calendars for each course

I would encourage all parents/ caregivers to read through the Handbook with their child and to familiarise themselves with the Stage 5 Assessment Policy.

Acknowledgement

Student Name ................................................................................................................................................................................

Would parents/ caregivers kindly complete the section below and return this page to return it your son/daughter’s Pastoral Teacher by Friday Week 4 2016.

(please ✓)

☐ Student has received a copy of the Year 10 Student Handbook

☐ Student has read the Assessment Policy and is aware on the administrative procedure that must be followed if Assessment Tasks are either submitted late OR if the student is absent from school for an in class test type Assessment Task

Parents/ Caregiver Signature ...........................................................................................................................................................

Students Signature..............................................................................................................................................................................

Please return this page to your Pastoral Teacher