

DE LA SALLE COLLEGE, ASHFIELD



**ASSESSMENT
HANDBOOK**

YEAR 10 - 2018

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Dear Parents and Students of Year 10,

This Assessment Booklet provides you and your son with essential information about the assessment programme and procedures at De La Salle College, Ashfield. Please take the time to read through it carefully and use it as an ongoing source of information throughout the year as it explains the requirements that students must meet in the submission of assessment tasks for each of their subjects.

I encourage students to write the dates of the tasks into their diaries and to keep this assessment calendar in a prominent place.

Should you require further information regarding the information contained in this handbook or any other Curriculum or assessment matters, please feel free to contact me or the relevant Leader of Learning on 9797 3200.

I wish each student every success in his studies in the upcoming year.

Ellen McGovern

Assistant Principal

Positions of Responsibility

ASSISTANT PRINCIPAL: MS. E. MCGOVERN

LEADER OF LEARNING AND PEDAGOGY: MR S LONG

YEAR 10 LEADER OF WELLBEING:

LEADERS OF LEARNING:

SUBJECT

TEACHER

RELIGIOUS EDUCATION
HSIE

MR J DUNN
MR P FLORATOS

CREATIVE & PERFORMING ARTS
MUSIC AND DRAMA
VISUAL ARTS

MRS J ADAMSON

TAS

MR D KOVACIC

LOTE

MS E McGOVERN

PD/H/PE

Mr B LYNCH

ADMINISTRATION OF ASSESSMEN

ENGLISH

MRS M MAVRAKIS

MATHEMATICS

MR R DI MAURO

SCIENCE

MR S YEOMANS

TS

1. **Assessment**

[Assessment Schedules](#) are published in the Assessment Handbook. Students will be notified of the precise date of each assessment at least two weeks prior to the task, however, the College will endeavour to have all assessment notifications distributed at the beginning of the year.

2. **Students' Assessment Schedules**

Each student will receive an Assessment Schedule for each course.

This document will outline:

- (a) the date and week in which the assessment will occur
- (b) the nature of the assessment task
- (c) a clear statement of the work to be covered in the task
- (d) the percentage weighting which this task will contribute to the student's final assessment mark.

3. **Change of task or task date**

If it becomes necessary to change the assessment task, students will be given two weeks written notice.

If a change of date is necessary, the new date will not be earlier than that originally scheduled.

4. **Completion of Assessment Tasks**

The time set for completing Assessment Tasks must be strictly adhered to. An assessment task submitted/completed after the set time without a valid reason the following penalties will apply:

- One day late - 20% of final mark deducted
- Two days late - 40% of final mark deducted
- Three days late - 60% of final mark deducted.

- Thereafter, students will be awarded a mark of zero.
- In all cases, students are expected to submit a task.
- Should a weekend occur before a late task is submitted, this will count as two days late.
- Students may submit tasks electronically on a weekend to avoid further penalty at the discretion of the Leader of Learning.

5. Absence from an Assessment Task

The following action will be taken when a student is absent from an Assessment Task:

The student will:

- (a) ensure that a parent or guardian phones the College on the day of his absence to advise the Leader of Wellbeing and the relevant Leader of Learning of his absence
- (b) obtain a copy of the [Missed Assessment form](#) from the Office of the Leaders of Wellbeing immediately on the day of return to the College
- (c) give the medical or equivalent professional certificate to the Leader of Wellbeing and to the relevant Leader of Learning the next school day.

6. Unavoidable Absence

If a student is absent from an assessment task and does not provide a medical certificate, but has a compelling reason for his absence, he must submit a Missed Assessment form to the relevant Leader of Learning.

7. Foreseeable Absence

If the absence is foreseeable, the student must inform the relevant Leader of Learning by completing a Missed Assessment form in time for alternative arrangements to be made. The Leader of Learning, in consultation with the Director of Teaching and Learning, will discern whether the reason given is acceptable and communicate this to the student well before the task takes place.

8. Malpractice

If a student is accused of dishonest conduct, including plagiarism, or of assisting another student to behave in a dishonest manner, the matter will be referred to the Director of Teaching and Learning. A student may be awarded a mark of zero. Please refer to [this document](#) for more information regarding correct referencing format, as well as suggested ways to avoid being accused of 'intentional' or 'unintentional' plagiarism.

9. Unfair Advantage

If any student can gain unfair advantage by:

- having all or part of a task performed by someone else

- gaining prior knowledge of the contents of the task
 - having additional time to complete the task
- then the marks for that Assessment Task may not form part of the student's assessment mark.

10. Non-Genuine Attempts

If a Leader of Learning, in consultation with the Director of Teaching and Learning, judges that a student has made a non-genuine attempt in an assessment task, the student may be awarded a mark of zero. A serious attempt at the assessment Task will still need to be submitted.

11. Awarding a Mark of Zero

In all cases where a student's mark is zero, the Leader of Learning must inform the student and his parents in writing that a zero has been awarded, the reason for the award and the implications of such an award.

13. Review of Marking for an Assessment

Where students have justifiable reasons for seeking a review of marks they must fall within the following criteria:

- computational or clerical error in the determination of the assessment mark
- assessment marks that fail to follow the assessment programme as issued to students at the commencement of the course
- failure of the weightings to conform with the Board of Studies requirements as detailed in the syllabus package

The student is to make known their concern in writing to the Director of Teaching and Learning within two days of the receipt of their marked assessment task. A review will take place in consultation with the relevant Leader of Learning.

DIGITAL ASSESSMENT TASKS

De La Salle College, Ashfield, values learning supported by continuously evolving, creative and collaborative processes. Elearning focuses on enhancing student achievement through engagement and individualised learning opportunities and, as such, a variety of technologies will be employed across all subject areas as a vehicle to enhance student knowledge, skill and understanding.

The class teacher, in consultation with the Leader of Learning, will determine if assessment will be oral, paper based or digital. The format of each task will be advised at the time of assessment notification and the Leader of Learning will set guidelines for collection of tasks.

The College works in the collaborative online teaching and learning environment provided by the Google Docs suite and, as such, students are expected to utilise this when working towards assessment. Teacher Dashboard enables teachers to monitor a student's progress and provide feedback online through access to the student's google drive. The Google Docs suite is a set of productivity tools that includes the ability to create, edit, share, and collaborate, anytime, anywhere — using a computer, tablet, or mobile device. Documents, spreadsheets, and presentations can be accessed and edited offline or online and shared to one or to many. The Google suite is a safeguard for all students in the event of connectivity issues or hardware problems.

In light of the above, the College cannot accept responsibility for any technical difficulties experienced by students in the production of tasks. All work should be easily accessible from any digital device. The following procedure should be followed should a student experience difficulty with their laptop:

- Report the issue to the IT department in the College Resource Centre and complete the appropriate paperwork.
- If it is deemed that the laptop needs to be repaired, the IT department will keep the laptop and issue a replacement if one is available.
- If the laptop problem affects a student's ability to complete a task, the student should complete a Missed Assessment Form (obtainable from the front office) and submit it to the appropriate Leader of Learning for their consideration.
- The student will be required to provide evidence of work in progress through accessing the assessment task from another device at the teacher's instruction or through Revision History on Teacher Dashboard.
- Work that is not accessible eg. it has been completed in Pages or Word Documents, will not be considered.
- Should a student be disadvantaged through circumstances beyond their control eg. lack of internet access at home, a parent should contact the appropriate Leader of Learning to discuss the matter.
- A final decision regarding special consideration will be made by the Leader of Learning in consultation with the class teacher.
- 'Technical difficulties' will not be sufficient grounds for an appeal against a zero mark being awarded for an assessment task submitted after the due date or without appropriate supporting documents.

HOME LEARNING

It is envisaged that Year 10 students will spend at least two hours per evening completing work set by their subject teachers, consolidating the day's learning by reviewing Learning Intentions, refining skills, reading, researching and working towards assessment tasks. This is a guide only and students will need to adjust their study habits to ensure that they are working towards their goals in an effective, organised manner.

Students are expected to use the College Learning Journal to assist in organisation of home learning. It should be used for planning purposes, but also as a reflective tool. All instructions for home learning are recorded by the student in his diary and it is checked regularly by Homeroom teachers and used as a form of communication between teachers and parents and carers.

Reports

An Interim Report will be issued early in the year. A Parent/Teacher Evening is held which provides parents with the opportunity to discuss their son's progress with teachers. It also allows for strategies to be put in place to enhance the student's progress and commitment to his learning.

Semester Reports are issued at the end of each semester based on the entire semester's work. These reports provide a mark as a percentage, a grade and feedback on home learning, effort and participation.

Advance notice of these meetings is given via email, through notices on the College website and in the College Newsletter.

Year 10 Assessment Schedules 2018

- **Creative and Performing Arts :**
 - [Music](#)
 - [Visual Arts](#)
 - [Drama](#)

- [English](#)

- **HSIE:**
 - [HSIE: History and Geography \(Mandatory\)](#)
 - [Commerce](#)
 - [History Elective](#)

- **Mathematics:** [5.1](#)
[5.2](#)
[5.3](#)

- **PDHPE:**
 - [Personal Development, Health and Physical Education](#)
 - [PASS](#)

- [Religious Education](#)

- [Science](#)

- [Italian](#)

- **TAS:**
 - [Industrial Technology Timber](#)
 - [Information and Software Technology](#)

- **VET- [Hospitality](#)**

