



*St Clare's College*  
Waverley

# Year 8 Assessment Handbook 2018

# College Contacts

## College Leadership Team

### Principal

Mrs Antoinette McGahan

### Deputy Principal

Mrs Kerrie McDiarmid

### Director of Religious Education

Mr Mark McCoy

### Director of Learning & Teaching

Mr Chris Maoudis

### Administration Co-ordinator

Mr Michael Peck

### Director of Well-Being

Mrs Belinda Dixon / Ms Louise Armstrong (Terms 1-2)

## Heads of Department

Religious Education:	Mr Mark McCoy
English:	Ms Annette Emms
Human Society and its Environment:	Ms Kirstie Mason
Science:	Ms Anne Murphy
Mathematics:	Mr Christopher Pocock
TAS/VET:	Ms Taryn Smith
PDHPE:	Mr Paul Arundel

## Other Positions of Responsibility

Leader of Innovation and Information Literacy:	Mr Michael Burden
Counsellor:	Ms Natalie Green
Teacher in Charge of Music	Ms Vanessa Hurley
Teacher in Charge of Drama	Mr Chris Maoudis
Teachers in Charge of Visual Arts	Ms Maree-Louise Smith Ms Sharon Tofler
Teacher in Charge of Languages other than English:	Mrs Margaret Gray-Weale
Learning Support:	Mrs Liana Gibson

# Introduction

## *Welcome to Year 8 at St Clare's College*

The purpose of this handbook is to provide you and your parents with information and advice relating to homework, study, assessment tasks and reports.

The first few pages are the College's policy on assessment and homework in Year 8. The remaining pages outline each course and the related assessment schedules.

## Stage 4 Assessment Policy

To meet Year 7 & 8 requirements, students must have satisfactorily completed each course. This means that students:

- ◆ need to display evidence that they have understood some or all of the topics presented in each course
- ◆ have applied themselves with diligence and sustained effort to the set tasks and classroom experiences provided by the College.

### SATISFACTORY COMPLETION OF A COURSE

*"To have satisfactorily completed a course, students will have -*

- *followed the course;*
- *applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and*
- *achieved some or all of the course outcomes."* [ACE 11.4]

**ATTENDANCE** → At St Clare's College, 85% attendance is considered a minimum.

- Exceptional cases involving less than 85% attendance need to be **approved by the Principal**.
- In particular, any extended overseas leave requires the **approval of the Principal two weeks prior** to the student commencing their leave.
- There are to be no unexplained absences.
- Attendance deemed unsatisfactory will proceed to Review Process.

**PARTICIPATION** → A GENUINE ATTEMPT must be made concerning the learning and teaching activities of a course.

- Participating in a course involves completing assignments, homework and set tasks.
- It is up to the teacher's professional judgment to determine what constitutes genuine participation.
- Those deemed unsatisfactory will be referred to the Review Process.

**COMPLETION OF ASSESSMENT TASKS** → A student must make A GENUINE ATTEMPT at all Assessment Tasks in each course in which she is entered.

- Any student who fails to complete Assessment Tasks worth in excess of 50 percent of the available marks will be issued with an official NSW Education Standards Authority (NESA) "N" (Non-Completion) notice, which will disqualify her from this particular course.
- Warnings are sent to parents in writing if this eventuality appears likely.

## Assessment Tasks

Assessment is the process of identifying, gathering and interpreting information about students' learning. It provides teachers, students and parents with the tools to allow achievement to be measured. (Refer to this handbook to see assessment schedules for each Year 7 course).

Throughout the year students will complete a number of formal assessment tasks. For each of these tasks the students will be given at least two weeks written notice.

It is the student's responsibility to be alert to the notification of tasks. In the case of absence from school, students will need to check with their teacher on the first day of their return regarding the issuing of task notifications.

Students following a Life Skills pattern of study will receive alternate notifications for their tasks. Feedback for these tasks will be in the form of competency based outcomes and will be reported on in the two formal reporting periods each year. There are no separate assessment schedules for Life Skills courses.

### SCHEDULE OF TASKS

- STEP 1 →**                      **NOTIFICATION OF TASKS** - The Schedule of Tasks (Section 2) indicates specific dates scheduled for 2018
- For hand-in assessment tasks, written notice will also be given outlining details and marking criteria at least two weeks prior to the task date. Teachers should use their professional judgement to ensure students have adequate time to prepare for each task.
  - For in-class tasks and examinations, written notice may be given outlining details prior to the task date; however, students should use the schedule of tasks for task dates, weightings and outcomes assessed.
  - Notification of change will be given in writing at least two weeks prior to the task date.
- STEP 2 →**                      **RECORD IN STUDENT DIARY AND ASSESSMENT CALENDAR** - It is the student's responsibility to know and understand the expectations, tasks and timing for each of their courses.

### REPORTING AND TASK FEEDBACK

All students will receive meaningful feedback on their performance in each Assessment Task.

- TIMING →**                      Feedback will normally be provided as a raw mark, and/or ranked position within the course cohort.
- Feedback will normally be within **10 school days**.
  - The onus is on students to check their mark calculations and report any discrepancies at the time the assessment task is returned to them.

## **Homework**

As explained in the College Diary, Year 8 students should on average spend 1 - 1.5 hours of time per night completing homework and study activities. Homework activities can include: completing questions or other activities as directed by the subject teacher that allows the students to reinforce and consolidate the knowledge taught in class. Other actions defined as homework can include enrichment and extension activities and wide reading.

## **Studying**

Studying is an activity designed to help the students retain and remember the content taught. By studying students develop skills that allow them to recall, use and explain the knowledge and skills that have been presented in class.

The College has introduced a whole school study program. The aim of this program is to provide support and assistance to students in achieving their personal excellence. Throughout the year students in Year 8 will be taught skills associated with time management, note taking techniques, improving memory and recall.

# PENALTIES APPLIED FOR STUDENTS NOT MEETING REQUIREMENTS

(THIS POLICY IS VALID ONLY FOR STUDENTS IN YEARS 7 - 8)

The following Non-Submission of Assessment Task table provides information about procedures that need to be followed if a student is absent for a formal assessment task

REASON	ACTION OR CONSEQUENCE
Student is <b>absent</b> the day an assessment task is due	<ul style="list-style-type: none"> <li>▪ On the day the student returns to school they must see the class teacher to submit the task.</li> <li>▪ A note from a parent acknowledging that the student was absent from school on the day the task was due is to be given to the class teacher.</li> </ul>
Student is <b>absent</b> the day of a class test or examination	<ul style="list-style-type: none"> <li>▪ On the day the student returns to school a note from a parent acknowledging that the student was absent from school on the day of a class test or examination is to be given to the class teacher.</li> <li>▪ The student will complete the test during the next available lesson.</li> </ul>
Assessment Task is submitted <b>late</b> (serious reason)	<ul style="list-style-type: none"> <li>▪ On the day the assessment task is due, the student should provide the class teacher with a note explaining the reason for the late submission of the task.</li> <li>▪ A new due date is negotiated by the teacher in consultation with the Head of Department.</li> </ul>
Assessment Task is submitted <b>late</b> (no reason provided)	<ul style="list-style-type: none"> <li>▪ Teacher acknowledges this with a note in the student's diary.</li> <li>▪ The student loses 20% of the maximum marks a student can achieve each day. This includes weekends.</li> <li>▪ The task still needs to be submitted to the class teacher.</li> <li>▪ A formal warning letter is sent home by the Head of Department if the task is not received by the class teacher within 5 days.</li> </ul>
Assessment Task is <b>plagiarised</b> (either in part or whole)	<ul style="list-style-type: none"> <li>▪ Plagiarism letter is sent home.</li> <li>▪ Student receives zero for the portion of the task that is plagiarised.</li> <li>▪ Student needs to re-submit the task or the portion that was plagiarised.</li> </ul>

REASON	ACTION OR CONSEQUENCE
<p>Student requests for an extension of time to complete an assessment task. (serious reason)</p>	<ul style="list-style-type: none"> <li>▪ The student must speak to the teacher or Head of Department at least one week prior to the assessment task due date.</li> <li>▪ The student is required to give the class teacher or Head of Department a letter from a parent/guardian explaining the reason for the extension.</li> </ul> <p>NB: An extension of time to complete the assessment task is only granted due to extenuating circumstances. Students need to plan their time wisely and not leave the completion of the assessment task to the last minute.</p>
<p>Absent on the day of a Yearly Examination.</p>	<ul style="list-style-type: none"> <li>▪ A doctor's certificate needs to be presented to the Director of Learning and Teaching on the first day the student returns to school. Zero marks may be awarded if no doctor's certificate is produced.</li> <li>▪ The student will sit for the examination during the next appropriate examination time slot.</li> </ul>

## Plagiarism

Plagiarism is the use of another person's words or ideas without stating where they came from. It is dishonest, unfair to all students including the student who plagiarises because she is not demonstrating her own knowledge and skills, and is illegal under the Copyright Act.

Deliberate plagiarism includes:

- Buying, stealing or downloading an essay or other extended response
- Getting someone else (friend, parent or tutor) to complete the assessment task
- Copying from any source without citing it
- Copying another student's work

To avoid deliberate or accidental plagiarism:

- Always acknowledge any sources of information such as books, newspaper, internet articles, movies, quotations.
- Summarise useful information and put it into words and sentences that are the student's own. Simply changing one or two words will not avoid plagiarism.

Cheating, plagiarism or copying of another student's work will be viewed seriously by the College and zero marks will be awarded for the task, or section of the task, that is plagiarised. The Head of Department will advise the Director of Learning and Teaching of any malpractice.

## Technology

A computer problem is NOT a valid reason for failing to submit an assessment task on time - all work must be backed up and printed in time to submit it punctually. The above penalty will apply. Be assured that, in a computer/printer malfunction situation, a handwritten assessment task will always be accepted by a teacher.

## ALWAYS KEEP HARD COPIES TO REFLECT PROGRESS AND BACK UP ELECTRONIC COPIES.

### How can parents assist their daughter(s)?

The College encourages parents to take an active interest in the education of their daughter(s). You can support your daughter(s) with assessment tasks by encouraging them to:

- ◆ use the College diary correctly and record due dates for all assessment activities and other commitments
- ◆ complete homework and study in a quiet, well-lit and organised area
- ◆ start tasks early so that they have time to ask for assistance if needed
- ◆ break tasks into a series of smaller steps and set deadlines for completing each step
- ◆ record the sources of information they use, as they find them, so that acknowledgements do not become a major task at the end
- ◆ frequently save and back up any work completed on a computer. The failure of technology is not an acceptable reason for the late submission of work
- ◆ keep all their earlier drafts and copies of their resources

## Reporting

Parents receive three reports throughout the year for students in Years 7 - 10

- Interim Report - available at the end of Term 1
- Semester One Report - available at the end of Term 2
- Semester Two Report - available at the end of Term 4

The purpose of the interim report is to provide parents with information concerning how their daughter has settled into their pattern of study.

The purpose of the semester reports is to provide parents with an overview of their daughter's academic achievement, application to studies, level of cooperation and involvement in the College community.

### CODE OF BEHAVIOUR FOR EXAMINATIONS

#### Preparing for the examination:

##### Dates and times:

Check the times of examinations carefully; post the timetable in a prominent place at home. You need to ensure that you are in the examination room at the scheduled time for the examination. Examination time is **not** extended for late arrivals.

##### Equipment:

- **Full College uniform** is to be worn to and from examinations. Students are not to remove their shoes during examinations.
- You will only be allowed to carry equipment into the examination room in a clear plastic container (protector, bag or pencil case).
- You will **not be permitted** to borrow any equipment from another student at any time during, or upon completion of, an examination.
- Use of correction fluid is not permitted in the College.

### Ensure that:

1. you have your own materials, including stapler, eraser, calculator and any other equipment, specific to the examination. Failure to have this equipment may result in being unable to answer parts of the examination.
2. you have the required equipment ready each night for the next day's examination(s). A basic list should include 2 black pens, 2 pencils, a pencil sharpener, an eraser, a ruler, a stapler and spare staples. Writing paper will be supplied.
3. you do not use lead pencil, red, green or purple pens to write your answers, unless required to do so.
4. only sheets of writing paper and essential equipment may be on your desk during an examination. School bags, notes, folders, books, pencil cases, etc. must be placed in your locker. Supervisors will check your materials before the examination.
5. **no mobile phones, other devices or food are introduced into the examination room.** A clear bottle of water is permitted. However, the label must be removed.
6. you go to a toilet, before the examination begins.
7. you check your pockets, before you enter the examination room. Students, who are found to be in possession of notes or other unauthorised material in an examination room, will have their papers cancelled; that is, they will receive a zero mark.
8. your hands are clean of any last-minute study notes or prompts.
9. you do not graffiti or deface the examination paper in any way.

### Entering the examination:

Students are to assemble outside of the timetabled examination space at least 15 minutes before each examination. Have, in your hand, **only** your examination equipment in a **transparent** holder, e.g., plastic sleeve. Follow the instructions given to proceed to the examination room. Enter in silence, as students must not communicate either verbally or non-verbally with one another, once they have entered the examination room.

### During the examination:

1. **Reading time** (if given): Do not touch any pens, pencils or other equipment, including calculators. Do not write anything during this time. Read all questions carefully, noting any instructions, which allow you a choice. Determine how much time you can devote to each question.
2. **Writing time:** Before you start to write, read the question again, underlining key words.
3. You should ensure that your answers and worksheets are not visible to other students.
4. Dictionaries and English decoding devices are not permitted in the examination, unless otherwise stated.
5. If you finish early, check your answers thoroughly to see if you can improve them. You will not be permitted to leave the examination room early.
6. It is your responsibility to ensure that all parts of a completed examination are submitted. If a section, a part or a question is not attempted, you are to indicate this by writing **not attempted and your name** on the paper.
7. Students must remain engaged during the examination. If time permits, students must continue checking and refining their responses. Students must not place their head on the desk to rest.
8. Students, who distract other students, will be issued with a behaviour warning. If poor behaviour continues, the student will be escorted from the examination room, which could result in a zero mark for that examination.
9. **ANY STUDENT, FOUND CHEATING OR ATTEMPTING TO CHEAT, WILL BE PENALISED SEVERELY, AND THIS BEHAVIOUR MAY RESULT IN A ZERO MARK.**
10. If you miss an examination because of illness, you will need to provide a medical certificate to explain your absence. Call the College on **8305 7100**, and leave a message for the DLT by 8:30 am on the day of your examination(s).

# **Section 2**

## **Year 8 Courses**

**2018**

### **Assessment Grids and Schedule of Tasks**

## Year 8 2018 Religious Education Assessment Grid

<b>Religious Education</b>				
<b>Assessment Scope</b>				
Topic	Type of Task	Syllabus Outcomes	Weight	Due Date
A8 - The Teachings of Jesus	Short Film & Written Report	A8 V: recognises the relevance and importance of Jesus' teachings. A8 K: explains Jesus' principal teachings. A8 S: draws meaning from the actions and parables of Jesus and applies this to everyday living and Christian discipleship.	30	Term 1 Week 8
B8 - Disciples, Martyrs and Witnesses to the Faith D8 - Sacraments of Initiation	Examination	D8 K: describes the nature and significance of the Sacraments of Initiation. D8 S: considers and attributes meaning to the signs, symbols and rituals associated with the Sacraments of Initiation. B8 K: describes key characteristics of life in the early Christian communities. B8 S: uses a range of sources to investigate the significance of key people and events in the early Church.	35	Term 3 Week 4
E8 - Alive in Christ	<i>So we're Baptised... what now?                      Research and Group Task.</i>	E8 V: appreciates how the words and actions of Jesus provide a model for Christian living. E8 K: describes how Jesus changed the lives of the people he encountered. E8 S: identifies the core values shown and espoused by Jesus and applies them to contemporary life situations.	35	Term 4 Week 3
<b>TOTAL</b>	<b>100%</b>			

## Year 8 2018 English Assessment Grid

<b>English</b>				
<b>Assessment Scope</b>				
Topic	Type of Task	Syllabus Outcomes	Weight	Due Date
‘Survival’	Analytical response	EN4-1A EN4-3B EN4-4B EN4-5C	30	Term 2 Week 9
<i>A Midsummer Night’s Dream</i>	Examination	EN4-2A EN4-6C EN4-7D EN4-8D EN4-9E	40	Term 3 Week 9
‘Miss Representation’	Multimodal presentation	EN4-1A EN4-3B EN4-4B EN4-5C	30	Term 4 Week 5
<b>TOTAL</b>	<b>100%</b>			

## Year 8 2018 French Assessment Grid

<b>French</b>				
<b>Assessment Scope</b>				
Topic	Type of Task	Syllabus Outcomes	Weight	Due Date
Qui est-ce?	Informal assessment.	4.UL.1 4.UL.2 4.UL.3 4.UL.4 4.MLC.1 4.MLC.2 4.MBC.1 4.MBC.2	N/A	N/A
A table!	Cultural Task - Speaking component	4.UL.2 4.UL.3 4.UL.4 4.MBC.1 4.MBC.2	35	Term 2 Week 4
Ma famille	Listening and Responding Task	4.UL.1 4.MLC.2	25	Term 3 Week 8
Tu aimes les animaux?	Yearly Examination - Reading and Responding/ Writing	4.UL.2 4.UL.4 4.MLC.1 4.MLC.2	40	Term 4 Week 6
<b>TOTAL</b>	<b>100%</b>			

## Year 8 2018 Geography Assessment Grid

<b>Geography</b>				
<b>Assessment Scope</b>				
Topic	Type of Task	Syllabus Outcomes	Weight	Due Date
Landscapes and Landforms	Skills Exam	GE4-1, GE4-2, GE4-5, GE4-7, GE4-8	25	Term 1 Week 7
Water in the World	Fieldwork Task	GE4-1, GE 4-2, GE4-3, GE4-4, GE4-5	25	Term 2 Week 4
Place and Liveability	Research Portfolio	GE 4-1, GE 4-3, GE4-4, GE4-5, GE4-6. GE4-8	25	Term 3 Week 9
Interconnections	ICT Oral Task	GE4-1, GE4-3, GE4-4, GE4-5, GE4-6, GE4-8	25	Term 4 Week 6
<b>TOTAL</b>	<b>100%</b>			

## Year 8 2018 Italian Assessment Grid

<b>Italian</b>				
<b>Assessment Scope</b>				
Topic	Type of Task	Syllabus Outcomes	Weight	Due Date
Personal Information	Informal assessment	4.UL.1 4.UL.2 4.UL.3 4.UL.4 4.MLC.1 4.MLC.2 4.MBC.1 4.MBC.2.	N/A	N/A
The Wider World	Italian Culture - Reading and Responding/Writing/ Speaking Multimodal task	4.UL.2 4.UL.3 4.UL.4 4.MBC.1 4.MBC.2	35	Term 2 Week 4
In Famiglia	Listening and Responding	4.UL.1 4.MLC.2	25	Term 3 Week 8
Work and Play	Yearly Examination - Reading and Responding/ Writing	4.UL.2 4.UL.4 4.MLC.1 4.MLC.2	40	Term 4 Week 6
<b>TOTAL</b>	<b>100%</b>			

# Year 8 2018 Mathematics Assessment Grid

<b>Mathematics</b>				
<b>Assessment Scope</b>				
Topics	Type of Task	Syllabus Outcomes	Weight	Due Date
Algebraic Techniques and Indices Equations	Class test	MA4-8NA, MA4-9NA, MA4-10NA	20%	Term 1 Week 8
Algebraic Techniques and Indices Equations Fractions, Decimals & Percentages Financial Mathematics	Half-Yearly Examination	MA4-8NA, MA4-9NA, MA4-10NA, MA4-5NA, MA4-6NA	25%	Term 2 Week 5
Measurement Pythagoras' Theorem Probability Ratios and Rates Data collection, representation and analysis	Hands-on task	MA3-9MG, MA3-10MG, MA4-12MG, MA4-13MG, MA4-14MG, MA4-16MG, MA4-19SP, MA4-20SP, MA4-21SP, MA4-7NA	20%	Term 3 Week 8
Measurement Pythagoras' Theorem Probability Ratios and Rates Data collection, representation and analysis Angle relationships Properties of geometrical figures Linear Relationships Transformations and Congruence	Yearly Examination	MA3-9MG, MA3-10MG, MA4-12MG, MA4-13MG, MA4-14MG, MA4-16MG, MA4-19SP, MA4-20SP, MA4-21SP, MA4-7NA, MA4-18MG, MA4-17MG,	35%	Term 4 Week 6
<b>TOTAL</b>	<b>100%</b>			

## 2018 Music Assessment Grid

<b>Music</b>				
<b>Assessment Scope</b>				
<b>Topic</b>	<b>Type of Task</b>	<b>Syllabus Outcomes</b>	<b>Weight</b>	<b>Due Date</b>
Rock/Pop Music	Listening Task	4.7, 4.8, 4.9, 4.10, 4.11, 4.12	35	Term 1 Week 10
Film Music	Composition Task	4.4, 4.5, 4.6, 4.7, 4.9, 4.10, 4.11, 4.12	35	Term 3 Week 6
The Musical	Performance Task	4.1, 4.2, 4.3, 4.9, 4.11, 4.12	30	Term 4 Week 6
<b>TOTAL</b>	<b>100%</b>			

## Year 8 2018 PDHPE Assessment Grid

<b>PDHPE</b>				
<b>Assessment Scope</b>				
Topic	Type of Task	Syllabus Outcomes	Weight	Due Date
Folk Dance	Practical	4.4, 4.5, 4.13, 4.14, 4.15	30	Term 1 Week 10
Health Matter	Research Report	4.6, 4.7, 4.8, 4.11, 4.13, 4.15, 4.16	30	Term 2 Week 4
All Topics	Examination	4.1, 4.2, 4.3, 4.6, 4.7, 4.8, 4.9, 4.10, 4.12	40	Term 4 Week 5
<b>TOTAL</b>	<b>100%</b>			

## Year 8 2018 Science Assessment Grid

<b>Science</b>				
<b>Assessment Scope</b>				
Topics	Type of Task	Syllabus Outcomes	Weight	Due Date
Making do with what you have got	Ongoing formative assessment of learning (checkpoint activities) and solar oven design (open-ended investigation)	4WS, 5WS, 6WS, 7WS, 8WS, 9WS, 11PW, 16CW, 17CW	30%	Term 2 Week 4
Heal the world	Ongoing formative assessment of learning (checkpoint activities) and ecosystem portfolio	5WS, 7WS, 8WS, 9WS, 11PW, 13ES	30%	Term 3 Week 9
Heal the World	Semester 2 examination	6WS, 7WS, 8WS, 9WS, 14LW, 15LW	40%	Term 4 Week 7
<b>TOTAL</b>	<b>100%</b>			

## Year 8 2018 Technology Mandatory Assessment Grid

<b>Technology Mandatory</b>				
<b>Assessment Scope</b>				
Topic	Type of Task	Syllabus Outcomes	Weight	Due Date
Edu Make Classes 8TAS1, 8TAS2	Design Portfolio	4.1.1, 4.1.2, 4.2.1, 4.3.1, 4.5.1, 4.5.2	50%	Term 2 Week 4
	Interactive educational fabric book with digital app			
Eco Energy Classes 8TAS3, 8TAS4	Design Portfolio	4.1.1, 4.1.3, 4.2.1, 4.3.1, 4.4.1, 4.6.2	50%	Term 2 Week 4
	Renewable model of a house			
Edu Make Classes 8TAS3, 8TAS4	Design Portfolio	4.1.1, 4.1.2, 4.2.1, 4.3.1, 4.5.1, 4.5.2	50%	Term 4 Week 6
	Interactive educational fabric book with digital app			
Eco Energy Classes 8TAS1, 8TAS2	Design Portfolio	4.1.1, 4.1.3, 4.2.1, 4.3.1, 4.4.1, 4.6.2	50%	Term 4 Week 6
	Renewable model of a house			
<b>TOTAL</b>	<b>100%</b>			

## Year 8 2018 Visual Arts Assessment Grid

<b>Visual Arts</b>				
<b>Assessment Scope</b>				
<b>Topic</b>	<b>Type of Task</b>	<b>Syllabus Outcomes</b>	<b>Weight</b>	<b>Due Date</b>
Thorns and Spikes	Research Task	4.7, 4.8, 4.9, 4.10	20%	Term 1 Week 8
	Series of Works and VAPD	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	30%	Term 2 Week 5
Just for Fun	Series of Works and VAPD	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	30%	Term 4 Week 5
	Examination	4.7, 4.8, 4.9, 4.10	20%	Term 4 Week 7
<b>TOTAL</b>	<b>100%</b>			



# St Clare's College Waverley

Date: .....

Home Room Group: .....

Dear: .....

**RE: OFFICIAL WARNING – Unsatisfactory Academic Application**

I am writing to inform you that your daughter

.....

(student name)

of Homeroom ..... is causing concern in the following area(s):

- |  |   |
|--|---|
| <input type="checkbox"/> Not achieving course outcomes                       | <input type="checkbox"/> Failure to complete homework             |
| <input type="checkbox"/> Failure to follow teacher instructions              | <input type="checkbox"/> Non-attendance at lessons                |
| <input type="checkbox"/> Incorrect class material/equipment                  | <input type="checkbox"/> Non-attendance at class detentions'      |
| <input type="checkbox"/> Disregarding the right of others to learn / be safe | <input type="checkbox"/> Non-attendance to Coordinator detentions |
|  | <input type="checkbox"/> Other                                    |

The following consequences/actions/requirements will apply to this incident:

.....

.....

.....

An interview **IS / IS NOT** requested by the class teacher regarding your child's behaviour and/or progress. If an interview is requested please contact the College on 83057100 to speak to the Head of Department.

Yours Sincerely,

.....  
Head of Department

.....  
Director of Learning and Teaching



*St Clare's College*  
*Waverley*

Date: .....

Home Room Group: .....

Dear: .....

**RE: OFFICIAL WARNING – Plagiarism of Assessment Task**

I am writing to inform you that your daughter

.....

(Student name)

recently submitted an assessment task as part of her study of

.....

(Course Name)

This task required ..... to

.....

(Student name)

.....

.....

(Description of task)

Unfortunately, the work that ..... submitted to her teacher was not her

(Student Name)

own. It has since been established that the content of the task was directly sourced from

.....

.....

Due to the amount of plagiarism that occurred in the assessment task

.....

(Student Name)

will have deducted .....% of the total marks that would have been awarded. It should be noted that this percentage is a reflection of the amount of the assessment task that was plagiarised. I have spoken to

..... and she has acknowledged that the work was not her

(Student Name)

own. I have explained why plagiarism is totally unacceptable both at St Clare's College and in the wider academic community.

As a result of breaching the College rules, ..... is required to re-submit the task

(Student Name)

by .....

(Date)

Yours Sincerely,

.....  
.....

Head of Department

Director of Learning and Teaching