



Kandos

HIGH SCHOOL

YEAR 7
ASSESSMENT
BOOKLET
2022

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COURSE REQUIREMENTS

Over the four years covering Years 7 to 10, you need to have studied the following courses:

English - studied substantially in each of Years 7 - 10 with 400 hours to be completed by the end of Year 10.

Mathematics - studied substantially in each of Years 7 - 10 with 400 hours to be completed by the end of Year 10.

Science - studied substantially in each of Years 7 - 10 with 400 hours to be completed by the end of Year 10.

Human Society and Its Environment - studied substantially in each of Years 7 - 10 with 400 hours to be completed by the end of Year 10. Included in this requirement is the study of 100 hours each of History and Geography in Years 7 - 8 and 100 hours each of Australian History and Australian Geography in Years 9 - 10.

Creative Arts - studied for 200 hours and comprising 100 hours in each of Visual Arts and Music.

Technological and Applied Studies - studied for 200 hours and consisting of the Technology Mandatory course.

Personal Development, Health and Physical Education - studied in each of Years 7 - 10 with 300 hours to be completed by the end of Year 10.

Languages - studied for at least 100 hours, to be completed in one language over one continuous 12 month period between Years 7 and 10 but preferably in Years 7 or 8.

If you think you will not meet these requirements by the end of Year 10, you should speak to your Year 10 Coordinator or your Principal.

ATTENDANCE

Absence during the year

Principals may grant students leave for legitimate reasons such as illness, physical injury or medical procedures. If leave has been granted during the year, there will be no effect on course completion requirements provided that you have completed assignments during the period of absence or have been able to catch up on missed work on your return to school.

If absence is prolonged and work is not possible during the period, it may be deemed that it is not feasible to make up the work during the year.

Any extensive period of unexplained absence may result in non-completion of a course(s) and may impact on your eligibility for the completion of Year 10 course(s).

RECORD OF SCHOOL ACHIEVEMENT GRADES

Grade	General Performance Descriptors
A	The student has an extensive knowledge and understanding of the course 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.
B	The student has a thorough knowledge and understanding of the course 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.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

LIFE SKILLS

Life Skills courses recognise that post-compulsory years of schooling should cater for all students who choose to participate.

The New South Wales Education Standards Authority (NESA) has developed Life Skills courses in each broad area of learning that can be used to satisfy the mandatory curriculum requirements for the award of the Record of School Achievement (RoSA).

- If students undertake one or more courses based on Life Skills outcomes and content, they will receive a Profile of Student Achievement. The profile will outline the Life Skills outcomes they have achieved in each course.
- The Profile of Student Achievement will be printed and issued by NESA to students at the same time as their RoSA (or if ineligible for the RoSA, with the Transcript of Study). Students can also access a record of outcomes achieved via *Students Online*.
- Life Skills outcomes will be shown on the profile as:
 - Achieved – for outcomes the student has achieved independently
 - Achieved with support – for outcomes that have been achieved with additional support.

ASSESSMENT TASK NOTIFICATION

What do I need to know about an Assessment Task?

Students will be informed, *in writing*, of the set dates and details of each assessment task, *at least one week* prior to the task due date.

When a student returns to school from any absence, it is *the student's responsibility* to enquire about any work set during the absence.

If this set work includes assessment task information, the student must approach any teachers concerned, to ensure that the correct information is received, to discuss any necessary re-arrangements to the scheduling of each task and to complete a form requesting an Application for Extension (Appendix 2).

What if I don't complete an Assessment task?

All students are expected to undertake all assessment tasks set to meet course requirements.

Where a candidate fails to submit an assessment task specified in the Assessment Program, they might request consideration for Illness/Misadventure (Appendix 3). This form is to be completed and handed to your subject teacher who will discuss an appropriate course of action with their Head Teacher. The teacher will advise the outcome on the same form. If the Subject Teacher considers the student has a valid reason, e.g. illness or approved leave, then a mark will be awarded based on late submission or a substitute task. In exceptional circumstances (e.g. where the completion of a substitute task is not feasible or unreasonable, or where the missed task is difficult to duplicate), the Subject Teacher and Head Teacher will authorise the use of an estimate based on other appropriate evidence.

In all other cases where a candidate fails to complete an assessment task, 15% deduction per day and a zero after three days *MUST* be recorded for that task.

If a student has been given zero marks because of 'non-attempts' or failure to make a serious attempt at assessment tasks totalling 50% or more of the final course assessment mark, the Principal *must* certify that the course has not been studied satisfactorily. This course will not appear on the RoSA.

What if I know I will be absent on the day of an Assessment task or cannot complete a task by its due date?

Students *must* complete an Application for Extension form (Appendix 2) if applying *BEFORE* the due date **OR** an Illness/Misadventure form (Appendix 3) if applying *AFTER* the due date. These forms are to be completed and handed to your subject teacher.

HOME STUDY EXPECTATIONS

At Kandos High School we recommend that our students in years 7-10 should be completing *at least* 10 minutes of home study per subject daily prior to assessment and exam periods.

To assist parents and students with skills in home study we have paid a subscription

www.studyskillshandbook.com.au

Username: kandoshs

Password: 28success

This can be accessed at any time by students and parents. Feel free to contact your child's Year Advisor if you require additional assistance.

SENTRAL PARENT PORTAL

Our school has undertaken a new initiative, the student and parent portal, to provide both parents and students information about each student's timetable and attendance.

Please log on to the internet to access our Parent Portal here:

<https://kandoshs.sentral.com.au/portal/>

This portal is rolling out in 2022. Please contact the Kandos High School office if you need assistance.

PARENT/TEACHER INTERVIEWS

At Kandos High School, our main Parent/Teacher evening is held within the first two weeks of Term 3. This is a chance to meet with your student's teachers and discuss their progress along with ways to assist your student at home.

If you have young children, we will be running a crèche/play group that can be accessed at any time, for any length of time on the night. No bookings for this are necessary.

However, it is advisable that you book in to see your student's teachers using the booking sheet that will be given to them prior to the night. Look out for these on brightly coloured paper, so that they can't get lost in their bags, in the first week back in Term 3.

Parents who have concerns prior to or after this event are encouraged to contact either their students' Year Advisor or Teacher/s directly so that measures can be taken to alleviate these concerns.

ENGLISH

Year 7 Course Content

In their study of English in Year 7, students respond to literary and other texts for enjoyment and to expand their perspectives on their own lives. They engage with images of their real and imagined worlds and explore the relationship between them. They explore texts critically, evaluating content, differentiating between fact and opinion, challenging points of view and identifying, considering and appreciating cultural expressions. They respond to imagery and symbolism in verbal and visual forms. They engage with print, film and digital texts with an informed awareness of the language forms and features and structures of those texts. Students develop personal preferences in what they hear, read and view, and are able to articulate their preference in personal and critical responses.

Task Number	Topic	Task Description	Due	Weight
1	Autobiographies	Multimodal autobiographical presentation	Term 1 Week 8	20%
2	Short Texts	In-class reading and comprehensive response	Term 2 Week 6	20%
3	Film	Viewing and Representing Response	Term 3 Week 5	20%
4	Novel	Writing Task	Term 4 Week 2	20%
5	In-class Task		Term 4 Week 4/5	20%
			TOTAL	100%

GEOGRAPHY

Year 7 Course Content

Students will study the following topics in Geography in 2022:

- Topic 1: Landscapes and Landforms
- Topic 2: Place and Liveability

In Topic 1, students study the environmental and human processes that form and transform landscapes. They complete a case study on geomorphic (land-based) natural hazards such as volcanoes, earthquakes, and landslides.

In Topic 2, students examine the impact that environment and access to services will have on people's wellbeing and strategies that can be used to improve liveability.

Task Number	Task Description	Due	Weight
1	Landscapes & Landforms - ICT Presentation	Term 3 Week 8	25%
2	Place & Liveability - Explain how limited access affects liveability	Term 4 Week 2	25%
3	In-class Task - All topics	Term 4 Week 4/5	25%
4	Book Mark	Throughout	25%
TOTAL			100%

HISTORY

Year 7 Course Content

Students will study the following topics in History in 2022:

- Topic 1: Investigating the Past
- Topic 2: Ancient Egypt
- Topic 3: Ancient China

In Topic 1, students are introduced to the subject of history and the roles of historians and archaeologists. They complete a range of activities and case studies to develop an understanding of the nature of historical study and its past.

In Topic 2, students complete an in-depth study on Ancient Egypt and its contributions to the past. They examine Egyptian civilization, geographical features and their importance to its development, the interrelationship between groups, and the function of religion, government, and society to better understand their role in history.

In Topic 3, students explore the structure, features, location, and geography of Ancient China to gain an understanding of what life was like as evidenced by historical sources.

Task Number	Task Description	Due	Weight
1	Investigating the Past - Booklet	Term 1 Week 6	25%
2	Depth Study: Ancient Egypt - Construction & Report	Term 2 Week 2	25%
3	Depth Study: Ancient China - ICT Presentation & Speech	Term 2 Week 9	25%
4	Book Mark	Throughout	25%
TOTAL			100%

INFORMATION & COMMUNICATION TECHNOLOGY (ICT)

Year 7 Course Content

Computational thinking is the thought processes involved in formulating a problem and expressing its solution(s) in such a way that a computer – human or machine – can effectively carry out.

The Digital Careers organisation says that students need experience and skills in computational thinking and computer programming (coding) to be successful in their future careers.

In response to the need for a higher level of literacy around computer programming (coding) that this will create, the Federal Government has initiated an increased focus on science, technology, engineering and mathematics (STEM) and on innovation in Australian schools. This will aim to provide students with the coding and computational thinking skills that will be essential for their future careers.

Not all resources and activities learnt in this course refer to coding explicitly, but they do aim to develop algorithmic and computational thinking skills to better enable students and teachers to reach a coding goal.

Definitions:

Coding, in this context, refers to computer programming, where a 'high level' programming language is used to instruct a computer device to perform certain functions.

Computational thinking is a way of solving problems, designing systems, and understanding human behaviour that draws on concepts fundamental to computer science.

An algorithm is a set of rules that tells you what to do in a given set of circumstances, for instance 'If the traffic light is red, I stop'. Creating an algorithm simplifies decision-making and increases the efficiency of a procedure. 'Algorithmic thinking' is the ability to think in terms of algorithms as a way of creating solutions.

Task Number	Topic	Task Description	Due	Weight
1	Excel at Coding	Skills in using Excel, Booklet	Term 2 Week 6	50%
2	Dashboard Task	Created a dashboard in Excel	Term 3 Week 2	20%
3	ICT Terms	Learn the terminology	Term 3 Week 10	10%
4	Sphero Balls	Writing and manipulating code	Term 4 Week 6	20%
			TOTAL	100%

LOTE
(LANGUAGE OTHER THAN ENGLISH)

Year 7 Course Content

Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world.

Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both background speakers and second or additional language learners.

Indonesian is the official language of Indonesia, Australia's nearest neighbour in the Asia region, and is spoken throughout the Indonesian archipelago. It is also closely related to Malay and is understood in Malaysia and by Malay-speaking inhabitants of Singapore, Brunei and southern Thailand.

The study of the Indonesian language provides access to an important part of the rich cultural tradition of South-East Asia and provides insights into the art, music, customs, beliefs and ways of thinking of the people of the Indonesian archipelago. Students develop an appreciation for the place of Australia within the Asia region, including the interconnections of languages and cultures, peoples and communities, histories and economies.

Task Number	Topic	Task Description (in-class tasks)	Due	Weight
1	Interacting	Conversation	Term 1 Week 8	20%
2	Accessing & Responding 1 Accessing & Responding 2	Comprehension and Response	Term 2 Week 6	20%
3	Composing	Written Response	Term 3 Week 2	15%
4	Systems of Language 1 Systems of Language 2 Systems of Language 3	Expression, Grammar and Textual Features	Term 3 Week 10	30%
5	Role of Language & Culture	Comprehension: Values, Beliefs and Culture	Term 4 Week 6	15%
TOTAL				100%

MATHEMATICS

Year 7 Course Content

During Year 7, the students will investigate the following topics:

<p>Number and Algebra</p> <ul style="list-style-type: none"> • Whole Numbers • Computation with Integers • Fractions, Decimals and Percentages • Algebraic Techniques • Indices • Equations • Linear Relationships 	<p>Measurement and Geometry</p> <ul style="list-style-type: none"> • Time, Length and Area • Volume, Capacity and Mass • 2D Space and Angle Relationships <p>Statistics and Probability</p> <ul style="list-style-type: none"> • Data Collection and Representation • Single Variable Data Analysis • Probability
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Half-Yearly and Yearly exams will contain some content from all three syllabus strands. Working Mathematically will be incorporated into all three strands.

Task Number	Task Description	Due	Weight
1	Class Tests/Assignments	Students will be notified in advance.	20%
2	Book Mark/Homework Mark		5%
3	Half-Yearly Examination	Term 2 Week 5	20%
4	Class Tests/Assignments	Students will be notified in advance.	30%
5	Book Mark/Homework Mark		5%
6	Yearly Examination	Term 4 Week 4/5	20%
TOTAL			100%

MUSIC

Year 7 Course Content

All students should have the opportunity to develop their musical abilities and potential. As an art form, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences.

The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences. The study of music fosters knowledge, understanding and skills that contribute to lifelong processes of learning and to the appreciation and enjoyment of music.

While students will develop knowledge and skills in each of the individual areas of performing, composing and listening, the integration of experiences in these areas enhances the understanding and manipulation of the concepts of music in differing musical contexts.

Task Number	Topic	Task Description	Due	Weight
1	Australian Music	Composing using software	Term 1 Week 9	20%
2	Guitar	Performing	Term 2 Week 5	10%
3	Classwork	Tasks completed in class	Term 2 Week 5	20%
4	World Music	Musicology	Term 3 Week 9	10%
5	Keyboard	Performing	Term 3 Week 9	10%
6	Blues	Performing	Term 4 Week 6	10%
7	Classwork	Tasks completed in class	Term 4 Week 6	20%
TOTAL				100%

**PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION
(PDHPE)**

Year 7 Course Content

The Personal Development, Health & Physical Education (PDHPE) course provides students with opportunities to enhance their own and others' health, safety, wellbeing and participation in physical activity. Students develop self-management, interpersonal and movement skills to become empowered, self-confident and socially responsible citizens.

Students undertake learning from three core content strands;

- Health, Wellbeing and Relationships
- Movement Skill and Performance
- Healthy, Safe and Active Lifestyles

Task Number	Task Description	Due	Weight
1	Topic Task 1	Term 1 Week TBA	15%
2	Topic Task 2	Term 2 Week TBA	15%
3	Topic Task 3	Term 3 Week TBA	15%
4	Yearly Examination	Term 4 Week 4/5	15%
5	Practical Assessment (10% per term) <ul style="list-style-type: none"> • Participation • Skill/Technique • Sportsmanship/Teamwork • Overall Improvement 	Terms 1, 2, 3 & 4	40%
TOTAL			100%

SCIENCE

Year 7 Course Content

During year 7, the students will investigate the following topics:

- Beginning Science
- Cells and Classification
- Particle Theory
- Inside the Earth
- Forces
- Separating Mixtures
- Solar Systems

Task Number	Topic	Task Description	Due	Weight
1	Beginning Science	Skills Assessment	Term 1 Week 8	20%
2	Cells and Classification	Topic Test	Term 2 Week 4	20%
3	Particle Theory	Project	Term 2 Week 10	20%
4	Forces	Bookwork and Poster	Term 3 Week 9	20%
5	Yearly Examination		Term 4 Week 4/5	20%
			TOTAL	100%

TECHNOLOGY MANDATORY

Year 7 Course Content

Technology Mandatory engages students in design and production activities as they develop solutions to identified needs and opportunities. Through the practical application of knowledge and understanding they learn about Agriculture and Food Technologies, Digital Technologies, Engineered Systems and Material Technologies.

Students develop knowledge and understanding of the four Technology contexts through the Design and Production of solutions to meet identified needs or opportunities.

Over two years of study students will rotate through a series of specialist areas. Each teacher for these areas will conduct practical lessons that will include assessable tasks during the time they are with that class. Assessment will primarily be based on the completion of practical tasks and design portfolios as well as nominated theory tasks that can include class bookwork, assignments and in class tests.

Task Number	Topic	Task Description	Due	Weight
1	Safety and the Working Environment	Observation and Writing	Will depend on when the topic is being taught. Students will be notified in advance.	10%
2	Context Area Study	Research Task		20%
3	Design Process Portfolio	Graphics and Evaluation		20%
4	Creating and Making	Individual Class Project Task(s)		50%
			TOTAL	100%

VISUAL ARTS

Year 7 Course Content

OBJECTIVES

Students will develop knowledge, understanding and skill:

- To make artworks informed by their understanding of practice, the Conceptual Framework and the Frames
- To critically and historically interpret art informed by their understanding of Practice, the Conceptual Framework and the Frames

Task Number	Task Description	Due	Weight
1	Practice & Critical/Historical Studies (Art Project & VAPD)	Term 1 Week 6	20%
2	Practice & Critical/Historical Studies (VAPD & Research Task)	Term 2 Week 4	30%
3	Practice (Art Project)	Term 3 Week 3	30%
4	Critical/Historical Studies In-class Task	Term 4 Week 4/5	20%
TOTAL			100%

INFORMATION FOR PARENTS AND STUDENTS

Information for Parents and Students:

Great news!

Our school has subscribed to the ELES Online Study Skills Handbook.

The ELES Online Study Skills Handbook provides a comprehensive and interactive online guide for the school community (students, parents and teachers) as to the study skills needed for success in high school studies. This approach taps into students' affinity with technology to create a new and effective way to improve students' study skills.

This is a great online resource for parents and students to address all their study skills issues and concerns and enable students to learn new ways to improve their results at school. The handbook has a huge amount of information for both students and parents as well as a large number of interactive activities.

To access the handbook, go to www.studyskillshandbook.com.au and login as a subscriber with these details:

Username:

Password:

The topics currently covered by the handbook are:

WORKING BETTER AT HOME UNITS

1. Home Study Environment
2. Organisation and Filing
3. Time Management Skills
4. Managing Workload
5. Dealing with Distractions
6. Overcoming Procrastination
7. Developing Motivation
8. Goal Setting
9. Lifestyle and Balance
10. Managing Stress

WORKING BETTER AT SCHOOL UNITS

1. Will we ever use this?
2. Using Classtime
3. Asking for Help
4. Dealing with Conflict
5. Groupwork Skills

IMPROVING YOUR SKILLS UNITS

1. Reading Skills
2. Writing Skills
3. Mathematical Skills
4. Language Skills
5. Research Skills
6. Presentation Skills
7. Science Skills
8. Assignment Skills

IMPROVING HOW YOU STUDY UNITS

1. Summarising
2. Active Studying
3. Preparing for Exam Blocks
4. Test-Taking Techniques
5. After Tests & Exams

EXTRA GENERAL MIN-UNITS

1. Starting Secondary School
2. Becoming a Senior Student
3. Bullying: Issues and Strategies
4. Managing Part-Time Jobs
5. Your Brain and Memory
6. Live Your Best Life
7. Educational Kinesiology
8. Living Across 2 Houses
9. Travel: A Motivator to Learn
10. University: A New Adventure

EXTRA TECHNOLOGY MIN-UNITS

1. Technology Tools
2. Basic Computer Skills
3. Be CyberSmart
4. Apps for iPhone, iPad or Android
5. Microsoft OneNote



We encourage all parents and students to take advantage of this opportunity to further develop their students' study skills abilities through this online resource.

www.studyskillshandbook.com.au

Please note:

The above user name and password is for the use of the secondary school parents and students AT OUR SCHOOL ONLY. Please do not pass our school's details onto students or parents from other schools or other individuals or organisations as this is a prosecutable breach of copyright and also will result in frequent password changes for our school. Please also ensure you read through the terms of use the first time you access the handbook.

Ph: 0416 293 087 Fax: 02 9908 1093
info@enhanced-learning.net
www.enhanced-learning.net

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**Enhanced Learning
Educational Services**
"the study skills specialist"

ASSESSMENT TASK CALENDAR

Schedule of Assessment Task for Year 7 2022												
Week	English	Geography	History	Information & Communication Technology (ICT)	LOTE	Mathematics	Music	PDHPE	Science	Technology Mandatory	Visual Arts	
Term 1 2022	1											
	2											
	3											
	4											
	5											
	6											
	7											
	8											
	9											
	10											
	11											
Term 2 2022	1											
	2											
	3											
	4											
	5											
	6											
	7											
	8											
	9											
	10											
Term 3 2022	1											
	2											
	3											
	4											
	5											
	6											
	7											
	8											
	9											
	10											
Term 4 2022	1											
	2											
	3											
	4											
	5											
	6											
	7											
	8											
	9											
	10											
	11											

Examination period

Assessment task to be submitted

KANDOS HIGH SCHOOL

ASSESSMENT FORMS

The following forms may be used by students to accompany requests or by teachers to advise students:

APPENDIX 1	Student to Teacher	<p>COVER SHEET - This form should accompany every assessment task.</p> <p>STUDENT RECEIPT - Students should sign a notification sheet for every task handed in.</p>
APPENDIX 2	Student to Teacher then to Head Teacher	<p>APPLICATION FOR EXTENSION - This form should be completed by the student:</p> <ol style="list-style-type: none">1) then handed to the Course Teacher.2) the Course Teacher must send it to the Head Teacher.3) both Course Teacher and Head Teacher should retain their copies.
APPENDIX 3	Student to Teacher then to Head Teacher	<p>ILLNESS/MISADVENTURE FORM - This form must be completed if:</p> <ol style="list-style-type: none">1) you know you will be absent from an assessment task with a valid reason2) had an illness or misadventure that <u>prevented</u> you from or impacted your ability to complete an assessment task or examination.

KANDOS HIGH SCHOOL
ASSESSMENT TASK COVER SHEET

COURSE _____

STUDENT NAME _____

SCHOOL _____

DATE DUE _____

ASSESSMENT TITLE/QUESTION _____

NUMBER OF PAGES (Not including coversheet) _____

DATE HANDED IN _____
(Signed by Teacher)

RESULT: GRADE _____ RANK _____
(Optional)

COMMENTS _____

MARKER'S SIGNATURE _____

✂-----

KANDOS HIGH SCHOOL
RECEIPT OF AN ASSESSMENT TASK (Student's Copy)

Student's Name: _____

Course: _____

Teacher: _____

Assessment Task received by: _____

Signature: _____

Date: _____

Time: _____

Please detach this receipt if the Assessment Task has been handed in to the office and give to Student to keep for their own records.

KANDOS HIGH SCHOOL
APPLICATION FOR EXTENSION

NAME _____ SCHOOL _____

SUBJECT _____ TEACHER _____

ASSESSMENT No _____

TITLE _____ DUE _____

REASON FOR APPLICATION _____

(Note: appropriate evidence must accompany this application, e.g. Doctor's Certificate)

Signature: _____
Student

Signature: _____
Parent

INFORMATION FOR STUDENTS

1. Where a candidate fails to complete an assessment task, 15% deduction per day and a zero after three days MUST be recorded for that task.
2. An extension may be granted in genuine cases of illness or misadventure. To be considered, an application for extension must be requested in writing before the due date.
3. Hand in your assessment task even if it is late. A student who does not complete tasks to the value of 50% of the assessment tasks in a course may not be certified as satisfactory in that course and may not be eligible for a Record of School Achievement.

✂-----
Please complete the following. This slip will be returned to you by the subject teacher.

APPLICATION FOR EXTENSION

NAME _____ SCHOOL _____

SUBJECT _____ ASSESSMENT TASK _____

EXTENSION GRANTED

EXTENSION DENIED

REASON _____

Teacher Signature

Date

ILLNESS/MISADVENTURE FORM
FOR SCHOOL BASED ASSESSMENT TASKS, INCLUDING EXAMINATIONS

Name _____ Date _____

This form must be submitted if you:

1. Know you will be absent from an assessment task with a valid reason or
2. Had an illness or a misadventure that **prevented** you from doing the task or examination, or that **impacted** on your performance during the examination.

This form must be submitted on the day or the first day you return to school to the Head Teacher of that subject (who will inform the Deputy Principal).

I, _____ hereby apply on consideration of the following factor(s) which affected my performance in this assessment task.

- Only list the examinations/assessment tasks that you are appealing
- Do not list the examination/assessment tasks in which you were not affected by illness or misadventure

Year 7

Year 8

Year 9

Assessment Task: _____ **Teacher:** _____

Outline of Reason/s for misadventure/illness: _____

Note: Documentary evidence from Parent/Doctor must be provided.

Evidence of illness/misadventure: Doctors Certificate Parent Note

I consider that my examination/assessment task performance was affected by illness or unforeseen misadventure which occurred immediately before or during the examination/misadventure as set out in this form.

I declare that all the information I have supplied is true:

Student Signature _____ Date _____

Parent Signature _____ Date _____

✂-----

RECOMMENDATION AND DECISION

Extension

Penalty applied

No penalty for lateness

Estimate to be used

Other _____

Signatures: _____
Head Teacher

Class Teacher

Deputy Principal Signature: _____

Head Teacher informs student of decision

Date: _____

Signatures: _____
Head Teacher

Student

PLANNING TIMETABLE

PLEASE DETACH THIS SHEET FOR YOUR OWN USE

Planning Timetable: 4 – WEEK WORK PLAN FOR YOUR ASSIGNMENTS							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1							
2							
3							
4							

PLEASE DETACH THIS SHEET FOR YOUR OWN USE

Planning Timetable: 6 – WEEK WORK PLAN FOR YOUR ASSIGNMENTS							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1							
2							
3							
4							
5							
6							