

Hay War Memorial High School



Year 10 Assessment Procedures 2021-22

TO THE STUDENT

Welcome to the Year 10 course assessment. In line with, and as preparation for your Record of School Achievement (RoSA), all courses require a formal assessment procedure and schedule. These assessment tasks cover both compulsory and elective courses. It is mandatory that all assessments tasks be completed in order to meet the requirements of the RoSA. These assessments are intended to measure your total achievement relative to other students in a course.

In addition to the formal assessment program which follows you will also be required to attempt other tasks, e.g. tests, essays, assignments etc., which will provide you and your teachers with information about your progress. These tasks are important and if you consistently fail to attempt such tasks you may not satisfy the Course requirements for a particular course.

Hay War Memorial High School's Assessment Procedures and specific course guidelines for your formal assessment program are contained in this booklet. These guidelines are in place to ensure fairness for all students in the assessment process.

I extend my best wishes to all students during the second year of their Stage 5 Courses.

Mr Y Chambers
Principal

The purpose of this booklet is to ensure that assessment in Year 10 courses at Hay War Memorial High School:

- is delivered in a manner that is authentically equitable;
- measures student learning outcomes; and
- serves to provide information to the teacher, student and parent that clearly shows progress and where learning should next occur.

YEAR 10 COURSE ASSESSMENT

School assessment for Year 10 courses is carried out to measure student progress throughout a course, and to assess student performance in those aspects of the course which may not be adequately assessed by a single examination at the end of the course.

The Assessment Program

Year 10 course work, including the assessment program, will commence at the beginning of Term 4, Week 7, 2021 and conclude at the end of Term 4, Week 5 in 2022.

To coordinate the timing of assessment tasks in different courses:

- students will be provided with an overall assessment task schedule that will provide an indication of when assessment tasks in each course will occur.
- an outline of assessment tasks for each individual course specifying the various tasks (tests, assignments, etc), timing and the marks allocated for each task will be provided to students.
- The schedule and outlines are provided as an advanced guide to when assessment tasks will occur. Students will be typically given two weeks' notice before an assessment task. Any unforeseen circumstances that result in changes to assessment task timings will be communicated to students in writing if and when they occur.

The Assessment Program for Life Skills Courses

Students studying Life Skills courses will follow a different assessment program. Ongoing assessment is carried out within the classroom. Achievement of course outcomes is described in the Profile of Student Achievement. As students demonstrate that they have achieved a learning outcome, the relevant section of the Profile is signed and dated by the relevant teachers.

Before students leave school, each student's Profile is verified by the Principal as a true and accurate record of all learning outcomes achieved by that student.

Eligibility for a RoSA

To be eligible for a RoSA, students must have:

Completed the mandatory curriculum requirements for Years 7 to 10.

- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the NSW Education Act.

RoSA Reporting and Grades

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- Completed courses and the awarded grade or mark.
- Courses a student has participated in but did not complete before leaving school.
- Results of any minimum standard literacy and numeracy tests that may have been sat.
- Date the student left school.

It includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed.

Grades are:

- Based on student achievement in their assessment work.
- Submitted to NESAs by the school in Term 4.

Monitored for Fairness and Consistency

NESA works with teachers to ensure appropriate standards for grading and assessment are developed and applied. This ensures that grades awarded in one school are equivalent to the same grades awarded in another school.

NESA also provide schools with information about the historical allocation or patterns of grades awarded by that school over recent years. This helps guide the allocation of grades to current students.

Successful completed Life Skills courses are reported differently to graded courses.

Students Who Don't Qualify For a RoSA

Students who leave school before finishing Year 10 are not eligible for a RoSA. If students leave after Year 10 and still don't meet RoSA requirements they will be issued with a Transcript of Study.

The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.

While formal RoSA credentials are for school leavers, all Years 11 and 12 students will be able to access their cumulative academic results, the courses they are enrolled in and print an eRecord via their Students Online account.

School Attendance

Students must complete the following mandatory Years 7-10 curriculum requirements.

- **English:** Syllabus must be studied substantially throughout Years 7-10. By the end of Year 10, 400 hours need to be completed.
- **Mathematics:** Syllabus must be studied substantially throughout Years 7-10. By the end of Year 10, 400 hours need to be completed.
- **Science:** Syllabus must be studied substantially throughout Years 7-10. By the end of Year 10, 400 hours need to be completed.
- **Human Society & its Environment:** Syllabus must be studied substantially throughout Years 7-10. By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each stage.
- **Languages Other than English:** 100 hours to be completed in one language over the continuous 12-month period between Years 7-10 but preferably in Years 7-8.
- **Technological and Applied Studies:** Technology (Mandatory) Years 7-8 syllabus to be studied for 200 hours.
- **Creative Arts:** Two hundred hours to be completed, consisting of our 100 hour mandatory courses in each of Visual Arts and Music. The 100-hour mandatory courses in these subjects is taught as coherent units of study and not split over a number of years.
- **Personal Development, Health and Physical Education:** Mandatory 300-hour course to be completed. This integrated course is to be studied in each of Years 7-10.

RoSA Performance Descriptors

For all courses each student's performance will be matched against **Course Performance Descriptors** based on the knowledge and Skills objective of courses.

General performance descriptors describe the main features of a typical student's performance at each level of achievement in that course. They serve as standard or benchmarks against which teachers will be able to match their assessment records and professional judgement in determining grades for particular students. There are descriptors for each Grade A – E.

Assessment Tasks and/or coursework will be used to determine the description, which best reflects the level of achievement of each student and thus the grade in a particular course.

Grade	General Performance Descriptors
A	The student has extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
B	The student has thorough knowledge and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply this knowledge and these skills to most new situations.
C	The student has demonstrated attainment of the main knowledge and skills objectives of the subject and has achieved a basic level of competence in the processes and skills of the course.
D	The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
E	The student has elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.

The RoSA grading system is concerned with grading student achievement at the end of each course. This final judgement about the grade awarded will be made on the basis of available assessment information and with reference to the Course Performance Descriptors.

Satisfactory Completion of a Year 10 Course

The NSW Education Standards Authority (NESA) has stipulated that 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:

- followed the course developed or endorsed by NESA
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes.

A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course and may be given a Non-Completion Determination (N determination) by the Principal.

If at any time it appears that a student is at risk of being given an N determination in any course, the student must be warned as soon as possible and the parent advised in writing (if the student is under 18 years of age). A minimum of two such warnings need to be provided before an N determination can be given.

Whilst a particular rate of attendance is not a requirement for the completion of a course, irregular attendance can *clearly impact on* students' application of diligence and sustained effort to the set tasks and experiences for the course. Attendance could thus be a significant factor leading to potential warning letters and ultimately an N determination.

'N' Determinations

If students don't complete a course's requirements they will receive an 'N' determination.

Students are warned via a letter from their school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that achieved an 'N' determination.

If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

Non-Completion of Course Requirements: N Determination

If a student has not satisfied requirements for a course the Principal must:

- advise the student of the N determination, its consequences, and the student's right to appeal (initially at a school level – School Review Committee and then with NESAs if desired)
- indicate the N determination to NESAs by inserting an 'N' in the space provided on the Assessment Collection Schedule
- submit the student's assessment mark for the course on the Schedule in the event that the student's appeal is upheld.

If a student is at risk of not meeting the assessment requirements in a course, a minimum of two warnings must be given. The Principal or their delegate must:

- advise the student, in writing, in time for the problem to be corrected and alert the student to the possible consequences of an N determination
- advise the parent in writing (if the student is under 18) and request a written acknowledgement of the warning
- retain a copy of the warning and other relevant documentation.

Questions about Assessment Tasks – School Requirements

WHAT IS AN ASSESSMENT MARK?

Each assessment task will be given a mark and/or a grade. The assessment mark or grade is a measure of a student's achievement of the outcomes. The final assessment grade is determined from the results of assessment tasks and other activities which assess a student's abilities in a wide range of course outcomes. The types of assessment tasks, due date and weightings are listed in the course guidelines contained in this booklet. Each assessment task will include the outcomes that are being assessed. All assessment tasks are in keeping with the rules established by NESAs. If marks are used for assessment tasks the final assessment mark is converted to a grade, based on the Course Performance Descriptors.

WHEN WILL I BE ASSESSED?

This booklet also contains a calendar which schedules the assessment tasks for all the different Courses.

Please note: An assessment notification document will be issued to students no later than 2 weeks before the due date of a task. If a student is away on the day of the handout of the document he/she will receive the document at the next lesson he/she is at school. It's the student's responsibility to check the assessment calendar for upcoming tasks. Students sign receiving notification and sign submitting a task.

WHAT WILL BE ASSESSED?

This booklet contains details about the assessment tasks for the different courses. In addition, information will be provided by classroom teachers about what will be assessed where this is seen to be necessary.

WHAT HAPPENS IF AN ASSESSMENT TASK FAILS TO DISCRIMINATE BETWEEN STUDENTS IN A COURSE?

Sometimes an assessment task fails to produce a reasonable spread of marks among students in a particular course. The school reserves the right to schedule a substitute task if a particular task is found to be unsuitable.

WHEN WILL ASSESSMENT TASKS BE HANDED IN?

Take home tasks will be due in a lesson of that course. Other assessment tasks, i.e., those undertaken during class time and examinations, will be handed in at the end of the allocated time. Students must sign receiving and handing in an assessment task. If submitting at another time, e.g. submitting a task earlier due to a known absence, and the course teacher is unavailable, then the task must be handed to the Head Teacher in that course area. UNDER NO CIRCUMSTANCES can a student leave a task on a teacher's desk or similar location in the absence of that teacher. Students must sign receiving and handing in an assessment task.

In the case of an Oral Presentation assessment task, all students will need to be present for the day of their presentation. Students must also show their preparation notes to the teacher prior to the commencement of any presentations.

WHAT HAPPENS IF I AM ABSENT ON THE DAY AN ASSESSMENT TASK IS SCHEDULED?

If you know that you are going to be away on the day of an assessment task, then you **MUST** advise the Head Teacher of the course in writing, **BEFOREHAND**. The appropriate form (Illness/Misadventure Application) is included in this booklet and available from the Front Office and Head Teachers.

If you are away unexpectedly then it is your responsibility to contact the Head Teacher of the course, at the school by phone **BEFORE** the commencement of the task. In the event of that person not being available, contact must be made with either the Principal or Deputy Principal. As soon as you return to school and before going to any class you **MUST** see the Head Teacher of the course, fill in the appropriate form (Illness/Misadventure Application) and then return it immediately to the Head Teacher of the course concerned.

Failure to fulfil these requirements may result in a "non-serious attempt" being awarded to you for that task. If the reason for your absence is unsatisfactory, as determined by the Head Teacher of the course and in consultation with the Principal, then a "non-serious attempt" will be recorded for you on that task. However, if the reason for your absence is valid (e.g. illness or approved leave), then the Head Teacher of the course in consultation with your teacher will decide whether you should do the assessment task at an alternate time or be awarded a mark based on a substitute task or give you an estimate based on your performance in similar tasks. It must be stressed however, that the School Assessment will not compensate for factors such as extended illness, misadventure or domestic problems which may have affected your performance throughout the course.

PLEASE NOTE: Students should not be absent from school or other classes to work on or complete assessment tasks.

WHAT HAPPENS IF I AM CAUGHT CHEATING OR SEEKING TO GAIN AN UNFAIR ADVANTAGE IN AN ASSESSMENT TASK?

This is an extremely serious matter as all work done for the assessment is to be essentially your own. After an investigation, the Principal will rule on the penalty to be imposed which could include: a zero mark or other sanctions.

WHAT HAPPENS IF TASKS ARE NOT ATTEMPTED?

If you fail to attempt an assessment task both you and your parents will be advised. If the school rules that you have made a "non-serious attempt" for an assessment task you will receive a zero mark or no grade.

CAN I QUESTION THE MARKING OF AN ASSESSMENT MARK?

A teacher's judgment of the work of individual assessment tasks is not course to review. However, if it appears that marks have been added incorrectly on your task, or if you have questions about how the marks were allocated, then you must ask the teacher about it when the task is handed back to you. If there has been a mistake it can be corrected at this stage but not later.

WILL I KNOW HOW I AM ACHIEVING IN ASSESSMENT TASKS?

Each assessment task will be returned to you with a mark or grade on it. You will receive an assessment grade reported on your Year 10 Semester 1 Report and your Semester 2 Report. This grade will have your performance in the assessment tasks and other tasks included.

WHAT HAPPENS IF I FAIL TO HAND IN AN ASSESSMENT TASK?

Failure to hand in an assessment task for the 1st time will result in a warning letter being sent home for the task to be completed. If the task is still not completed a 2nd warning letter will be issued two weeks later. A zero mark or no grade will be given if a warning letter is issued. The task still needs to be completed.

If you are going to be away on the day an assessment task is due and to avoid being penalised you **MUST** make arrangements to have the completed assessment task given to the Head Teacher of the course **ON** or **BEFORE** the due date. (Remember that the responsibility rests with you to get your work in on time)

WHAT HAPPENS IF MY HARD DRIVE CRASHES OR MY PRINTER WON'T WORK CORRECTLY THE NIGHT BEFORE AN ASSESSMENT TASK IS DUE?

All students need to plan their work for assessment tasks to avoid technological issues. It is essential that students regularly back up their work with either a hard copy or a digital record such as an external device (e.g. a USB drive) or cloud storage (eg. Google Classroom or Microsoft Teams) to avoid a zero mark or no grade.

WHAT ARE INVALID TASKS?

Invalid Tasks occur when a force external to the conditions of a task exist that may diminish the opportunity for students to optimally perform.

Examples of reasons for invalid task include, but are not limited to:

- An emergency evacuation or lock occurring down during a task
- A black-out; electrical fault or system fault within the school
- Part of a task being unclear (copy is unrecognisable on some or all of the tasks)
- Students having seen and / or practiced the task prior to having to actually complete it

As a consequence of this, the school will form a Review Committee (consisting of the Principal, Head Teacher and Year Advisor) to determine the correct and most appropriate course of action that best benefits students and the satisfactory achievement and assessment of their learning outcomes. This will include but is not limited to:

- Looking at the sequence of the task and where the majority of students got to and using this data to record results
- Changing the date and the task to a more appropriate time
- Marking only the portions of the task that is best reflective of the students time on task

The determination will be communicated to all students via a class or course cohort meeting where all students receive the same, singular message, and to parents, via a letter explaining the process and the outcome. The turnaround time between task and determination should be no more than three school days. The Hay War Memorial High School procedures regarding Invalid Tasks aligns with NESAs requirements in terms of students having equitable access to curriculum and to

assessment of said curriculum, and that students be given every opportunity to maximise potential in the assessment of curriculum.

WHAT IS THE ROLE OF A SCHOOL REVIEW COMMITTEE?

A committee will form and meet to decide on any matters relating to your assessment and especially when a review has been requested. If you feel that there are any special reasons why penalties should not be imposed on you, then you must see your Head Teacher of the course who will discuss your case with the Principal and a final decision will be made by a committee. All reviews will be based on whether the assessment program conformed to NESAs requirements, whether the school's procedures conformed to its stated program and whether there were computational or clerical errors. A review committee will consist of the Principal (or delegate), a Head Teacher and a Year Advisor.

FINAL NOTE

In order to provide flexibility in dealing with unusual circumstances, the Principal may, after ensuring that no student is unduly advantaged or disadvantaged by so doing, vary the school requirements in this booklet.

COURSES STUDIED IN YEAR 10

Core – these are compulsory and need to be studied successfully to achieve a RoSA: English, mathematics, science, history, geography and PD/H/PE.

Electives – students choose one course from each line. Student's choices determined the courses on each line.

Line 1	Line 2	Line 3
Agriculture IT- Metal Music PASS	Food Technology IT- Timber PASS Visual Arts	Agriculture Commerce IT - Metal Food Technology

All students participate in mandatory Sport each Thursday, Periods 5 and 6.

Year 10 School Assessment Task Calendar 2022

Apart from the tasks listed below, there are a number of core and elective courses that have **ongoing assessments**, please refer to individual courses for this information.

Term 4, 2021

Week	Core	Electives
8		
9	PDHPE	
10		PASS

Term 1, 2022

Week	Core	Electives
1		
2		
3	First week back for students at Hay WMHS as Hay is in the Western Division, NSW	
4		
5		
6		
7		
8		Food Technology
9		Commerce, Music
10	English, Mathematics, Science	Agricultural Technology, Visual Arts
11	PDHPE	PASS

Term 2, 2022

Week	Core	Electives
1		Visual Arts
2	Geography	Food Technology
3		
4		
5	Mathematics, History, PDHPE	Food Technology, PASS
6		Commerce
7		
8		Music
9	English	
10		Visual Arts

Term 3, 2022

Week	Core	Electives
1		
2		
3	Mathematics	
4		
5		Commerce, Food Technology
6		Agriculture
7		
8	Science, Geography	Music, PASS
9	Mathematics, History, PDHPE	
10	English	

Term 4, 2021

Week	Core	Electives
1		Agriculture
2		Food Technology, Visual Arts
3	Science	Music
4	Science, PDHPE	PASS

Core

Year 10 English				
TASK NUMBER	DATE		ASSESSMENT TASKS	WEIGHT
	TERM	WEEK		
1	1	10	Flash Fiction/Narrative	25%
2	2	9	Multimodal (Speaking)	25%
3	3	10	Extended Response	25%
4	Ongoing		Interactive Notebook (in-class work)	25%
Total				100%

Year 10 Mathematics Stage 5.1/5.2/5.3				
TASK NUMBER	DATE		ASSESSMENT TASKS	WEIGHT
	TERM	WEEK		
1	1	10	In Class Open book test – Investing Money	20%
2	2	5	In class Assignment – Volume	30%
3	3	3	In class open book test – Trigonometry	30%
4	3	9	In class Assignment – Linear and Non-Linear Relationships	20%
Total				100%

Year 10 Science				
TASK NUMBER	DATE		ASSESSMENT TASKS	WEIGHT
	TERM	WEEK		
1	1	10	Plate Tectonics	20%
2	3	8	Reproduction	20%
3	4	3	Independent Research Task	40%
4	4	4	Final Exam	20%
Total				100%

Year 10- Stage 5- Geography			
TASK NUMBER	DATE		ASSESSMENT TASKS
	TERM	WEEK	
1	2	2	Topic 1: Human Wellbeing – Digital Learning Portfolio
2	3	8	Topic 2: Environmental Change and Management - Case Study Report and Fieldwork
Students are assessed through both the use of formative (throughout the term as their learning progresses) and summative (towards the end of a topic) methods.			

Year 10- Stage 5- History			
TASK NUMBER	DATE		ASSESSMENT TASKS
	TERM	WEEK	
1	2	5	Rights and Freedoms: Activist/Activist group research task
2	3	9	Popular Culture: Collaborative task
Students are assessed through both the use of formative (throughout the term as their learning progresses) and summative (towards the end of a topic) methods.			

Year 10-Stage 5 - PDHPE				
TASK NUMBER	DATE		ASSESSMENT TASKS	WEIGHT
	TERM	WEEK		
1	4	9	Invasion Games	25%
2	1	11	Challenge, Risk and Safety	15%
3	2	5	Cultural and World Games	20%
4	3	9	Promoting Healthy Safe and Active Lives	20%
5	4	4	Yearly Examination	20%
Total				100%

Electives

Stage 5 Agricultural Technology				
TASK NUMBER	DATE		ASSESSMENT TASKS	WEIGHT
	TERM	WEEK		
1	Ongoing		Practical skills and participation	15%
2	2	10	Sheep research task	30%
3	3	6	Plant experiment task	25%
4	4	1	Yearly examination	30%
Total				100%

Stage 5 Commerce				
TASK NUMBER	DATE		ASSESSMENT TASKS	
	TERM	WEEK		
1	1	9	Topic 1: Travel – Trip Planning Task	
2	2	6	Topic 2: Economic and Business Environment – Research Task	
3	3	5	Topic 3: Law in Action – Political/ Social Issue Task	
Students are assessed through both the use of formative (throughout the term as their learning progresses) and summative (towards the end of a topic) methods.				

Please Note: All dates are correct at the time of printing, however, final due dates for all assessment tasks may be subject to minor changes and will be given to students during the course of the year.

Stage 5 Food Technology				
TASK NUMBER	DATE		ASSESSMENT TASKS	WEIGHT
	TERM	WEEK		
1	2	2	Ongoing Practical assessment	10%
2	1	8	Food in Australia: "Foodie Adventures Advertisement"	20%
3	2	5	Food Equity: "The Hunger Case."	20%
4	3	5	Food Product Development: "Snack Founder"	20%
5	4	2	Food Selection and Health: "Hello Eats."	20%
6	4	2	Ongoing Practical assessment	10%
Total				100%

Stage 5 Industrial Technology - Metal		
This course is 70% practical. Projects and Project Reports are to be handed in as the class completes each task.	ASSESSMENT TASKS	WEIGHT
	Semester One Practical Projects	35%
	Practical Project Reports	15%
	Semester Two Practical Projects	35%
	Practical Project Reports	15%
	Total	100%

Stage 5 Industrial Technology - Timber		
This course is 70% practical. Projects and Project Reports are to be handed in as the class completes each task.	ASSESSMENT TASKS	WEIGHT
	Semester One Practical Projects	35%
	Practical Project Reports	15%
	Semester Two Practical Projects	35%
	Practical Project Reports	15%
	Total	100%

Stage 5 Music				
TASK NUMBER	DATE		ASSESSMENT TASKS	WEIGHT
	TERM	WEEK		
1	1	9	Ensemble Performance	30%
2	2	8	Listening & Transcription Task	25%
3	3	8	Composition Portfolio (Draft Week 6)	30%
4	4	3	Presentations	15%
Total				100%

Stage 5 PASS				
TASK NUMBER	DATE		ASSESSMENT TASKS	WEIGHT
	TERM	WEEK		
1	4	10	Specialised Skills	20%
2	1	11	Body Systems	20%
3	2	5	Physical Activity for Specific Groups	20%
4	3	8	Coaching	20%
5	4	4	Yearly Examination	20%
Total				100%

Stage 5 Visual Arts				
TASK NUMBER	DATE		ASSESSMENT TASKS	WEIGHT
	TERM	WEEK		
1	1	10	Collection of works & VAPD	25%
2	2	1	Research Task	10%
3	2	10	Collection of works & VAPD	25%
4	4	2	Mini Body of Work (BOW), VAPD & Research Task	40%
Total				100%

Please Note: All dates are correct at the time of printing, however, final due dates for all assessment tasks may be subject to minor changes and will be given to students during the course of the year.

Assessment Task Proforma



Subject	
Topic	
Due date	
Grade/mark	
Task number	

Task description

Task instructions

Outcomes

Marking criteria



**HAY WAR MEMORIAL HIGH SCHOOL
ILLNESS/MISADVENTURE APPLICATION**

SECTION 1 To be completed by the student

NAME: _____ YEAR: _____ COURSE: _____

DUE DATE OF ASSESSMENT TASK: _____

REASON FOR CONSIDERATION:

DO YOU HAVE A DOCTORS CERTIFICATE? Yes No

HAVE YOU ATTACHED A DOCTORS CERTIFICATE? Yes No

SIGNED: _____ (Student)

SECTION 2 To be completed by the Learning and Support Teacher

DATE RECEIVED: _____ TIME RECEIVED: _____

SIGNED: _____ (LST)

SECTION 3 To be completed by the Faculty Head Teacher in consultation with the course teacher

DATE RECEIVED: _____ TIME RECEIVED: _____

OUTCOME:

SIGNED: _____ (Faculty Head Teacher)

SECTION 4 To be completed and retained by the course teacher. Course teacher informs student of

Comment: _____

SIGNED: _____ (Class Teacher)