



**Moorefield Girls**  
**High School**

# Year 10 Assessment Policy 2024

# CONTENTS

## Year 10 Assessment Policy

1. Record of School Achievement (RoSA)	3
2. Assessment Overview	3
3. Illness & Misadventure	4
4. Appeals Surrounding Assessment Procedure	5
5. Academic Integrity	6
6. Course Requirements	6
7. Disability Provisions	7
8. Requesting Leave	7

## Assessment Schedules

### Mandatory Subjects:

English	8
History and Geography	9
Mathematics (5.3, 5.2, 5.1)	10-11
Personal Development, Health, Physical Education	12
Science	13

### Elective Subjects:

Child Studies	14
Commerce	15
Drama	16
Food Technology	17
Physical Activity and Sports Studies	18
Photography and Digital Media	19

<b>Appendix A –</b> Illness or Misadventure Claim Form	20
--	----

## 1. Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC). From 2012 it replaced the School Certificate.

### A cumulative record of all academic achievement

The RoSA is designed to record and credential all of a secondary school student's academic results up until the HSC.

- While all students currently receive grades for courses they complete at the end of Year 10, this system will be extended to also capture grades for courses a student completes in Year 11.
- If a student leaves school before receiving a grade in Year 11 or 12 courses, their RoSA will record the courses they commenced.
- This measure acknowledges the fact that many students begin senior secondary study but then leave school for employment or other training opportunities before receiving their HSC.

### Eligibility for the Record of School Achievement (RoSA)

Eligibility requirements for the RoSA are largely unchanged from the School Certificate.

To qualify for the RoSA a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW
- completed courses of study that satisfy the NSW Education Standards Authority (NESA)'s curriculum and assessment requirements for the RoSA
- complied with all requirements imposed by the Minister or NESA and
- completed Year 10.

Students are awarded a grade from A to E for each of the courses they have studied in years 9 & 10. The grades are based on a set of Course Performance Descriptors developed by NESA

### Issuance of the Record of School Achievement

The formal RoSA credential will be awarded to eligible students when they leave school.

- The RoSA will be provided by NESA in print format when they leave school.
- Students leaving school who do not meet RoSA requirements will be provided with a Transcript of Study.

### Literacy and numeracy tests

To be eligible for a HSC you will need to meet a minimum standard of literacy and numeracy.

Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means you will have a level of skills necessary for success after school.

Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks.

Minimum standards tests will be available for students to sit when they are ready in Year 10, 11 or 12 and even after the HSC.

## 2. Assessment Overview

### The Purpose of Your School Assessment

School assessment tasks are designed to measure your achievement in each course you study. A variety of assessment tools will be used to allow you to demonstrate your learning. There are some aspects of study which cannot be adequately assessed through examinations or research tasks, such as practical work in Science and oral work in English. School assessments will measure your actual performance in the whole course.

### Satisfactory Completion of a Course

"Satisfactory completion" means that, in the Principal's view, there is sufficient evidence that a student has:

- followed the course developed or endorsed by NESA;
- applied yourself 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;
- attended school sufficiently regularly so that course completion requirements can be met. As a general rule, an attendance rate of at least 85% would be expected.

### School Assessment Tasks

School-based assessment tasks are designed to develop and assess a student's learning outcomes in each course. Students will be provided with marking guidelines for tasks to clearly identify performance standards.

Each task enables teachers to collect information about the students' achievement in relation to one or several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. Work that shows more complex development and higher order achievement should

receive more marks than work that demonstrates a more basic level of achievement.

Reports will be available at the end of each semester. Each report will indicate your performance in each course at that time.

### Course Assessment Schedule

*It is your responsibility* to check with the relevant Head Teacher if any areas of the course schedule need clarification, or if you do not have a course assessment schedule for a subject which you are studying.

*The course assessment schedule is mandatory and is not negotiable.* It contains information about the set tasks in each component of your course. The course assessment schedule also informs you of approximately when the various assessment tasks will take place, and tells you the weighting of each task.

The date of each assessment task will be provided by the classroom teacher, in writing, at least two weeks prior to the task.

### Assessment of Outcomes

Twice a year, students are provided with a report which allocates an overall grade for each course, outlining student achievement levels. The school uses common grading language across all courses. A student working at a 'sound' level will achieve a 'C'.

#### Grade A

A student achieving at 'OUTSTANDING' level can consistently:

- Show highly detailed knowledge and apply it accurately and appropriately to various new situations and tasks.
- Demonstrate excellent skills.
- Apply critical thinking to a range of new and challenging situations.

#### Grade B

A student achieving at 'HIGH' level can usually:

- Show detailed knowledge and apply it accurately to various new situations and tasks.
- Demonstrate high level skills.
- Apply critical thinking to a range of situations.

#### Grade C

A student achieving at 'SOUND' level can:

- Show general knowledge to complete work in some detail with examples.
- Demonstrate skills with a degree of competency.
- Apply key terms appropriately in written and verbal responses.

#### Grade D

A student achieving at 'BASIC' level can:

- Show basic knowledge to complete work with some assistance.
- Demonstrate basic skills.
- Recall and use basic terminology.

#### Grade E

A student achieving at 'LIMITED' level can:

- Show limited knowledge to complete work with regular assistance.
- Demonstrate limited skills.
- Recall some information with guidance.

#### Grade N

A student will receive an 'N' grade when they:

- Have not completed any work to demonstrate sufficient knowledge and skills.

When an 'N' grade is given, a student is still required to complete the work to demonstrate achievement of outcomes. e.g. complete and submit for assessment purposes.

## 3. Illness or Misadventure

### **Student attendance before an assessment task:**

Students will be **signed in for the whole school day** and **attend all timetabled lessons** or scheduled school activities (excursions) on the day of an assessment task.

If you know you will be away at the time of an assessment task with a valid reason (eg an operation) you need to request leave from the Principal and Head Teacher. This should be done in **advance** of the event and in writing.

Students who are aware they will be absent on the day of an assessment due to another school commitment will be required to notify the Head Teacher of the clash of dates. Teachers will arrange an alternative option for completing the task or handing it in that does not disadvantage any student.

If a student is sick and cannot attend on the day of the task or examination, the student is to:

- **notify the school office by phone** on 9587 6095 on the day of the task or examination. The office will pass on this information to the Deputy Principal and the relevant Head Teacher
- **complete an illness/misadventure form** (Appendix B), with an attached doctor's certificate, and present it to the Deputy Principal on the first day of return to school. The doctor's certificate should state: "(Student name) was not fit to attend

*the assessment task on...*” Post-dated doctor’s certificates may not be accepted.

### Student is absent due to a misadventure

Misadventure refers to an event beyond the student’s control which allegedly prevented the student from attending the assessment task or school the date a task was due.

Following failure to complete an assessment task at the due time, the student is to:

- **notify the school office by phone** on 9587 6095 on the day of the task;
- **submit an illness / misadventure form** (Appendix B), with appropriate supporting documentation, to the Deputy Principal on the first day of return to school to negotiate alternative arrangements.

For illness or misadventure, an extension of time may be provided or a mark may be awarded based on a substitute task. Where there is no valid reason for not completing an assessment task, a zero mark will be recorded for that task.

### Students who complete the assessment task and suffer illness/misadventure

Students may lodge an illness / misadventure appeal in writing if they believe that circumstances immediately prior or during the assessment task, which were beyond their control, significantly diminished their assessment performance.

In such cases, students need to **complete the Illness/ Misadventure appeal form (Appendix B) and provide documentary evidence** such as doctor’s certificate, clearly detailing and supporting the illness or misadventure. The provision of such documents does not dictate the outcome of the appeal.

Students should submit this appeal to the Deputy Principal on the first day of their return to school after the assessment task.

### Hand-In tasks

Hand-in tasks should be submitted to the teacher or faculty at the time and date as specified on the notification of the assessment task. Students are encouraged to submit drafts for teacher feedback, which may be used for assessment in the case of non-submission on the due date.

In the event of illness or misadventure, **the task is to be submitted by 8.45am to the office staff**, who will issue a receipt for the collection of the task and hand it to the Deputy Principal.

### Technology and assessment tasks

Technology and / or computer equipment failure may not be valid grounds for misadventure involving the late submission of assessment tasks.

To assist students in the utilisation of technology, the following guidelines should be considered:

- Always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly or save to cloud-based platforms such as Microsoft one drive on the portal
- Print out copies of drafts and keep them while the assignment is in progress. Submit drafts to your teacher for feedback

## 4. Appeals Surrounding the Assessment Procedure

### Grounds for an appeal

The appeal concerning assessment procedures may only be based on the assessment process and not on individual student related issues such as illness or misadventure.

While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgment of a teacher is not grounds for an appeal.

### Appeals Process

When a student feels that a decision applied to her work is not consistent with the School’s assessment policy and procedures she may appeal. The **first appeal MUST be to the Head Teacher**.

Where a student feels that the appeal to the head teacher has not been heard appropriately, she may appeal to the Deputy Principal to determine if:

- the weightings specified by the school in its assessment program were followed and conform with NESA’s requirements as detailed in the syllabus;
- the procedures used to determine the final assessment marks conform with the issued assessment program; and,
- there are no computational or other clerical errors in the determination of the assessment mark.

## 5. Academic Integrity

NESA has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by the school’s expectations. All work presented in assessment tasks and examinations, including submitted works and practical examinations, must be your own.

**Any failure to comply with the rules as set out in this policy will be judged to be malpractice.**

## Defining Malpractice

Malpractice is any activity undertaken by a student that allows her to gain an unfair advantage over others or places other students at an advantage. It includes, but is not limited to:

- Plagiarism - copying someone else's work in part or in whole, and presenting it as your own or using material directly from books, journals, CDs or the internet without reference to the source. Refer to the appendix for more information.
- Building on the ideas of another person without reference to the source
- Buying, stealing or borrowing another person's work and presenting it as your own
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non-approved aides during an assessment task
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice

## Misconduct in formal examinations and other assessment tasks

Misconduct during any task or formal examination may be regarded as malpractice. **Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task.** Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with school rules or causes disruption to assessment procedures.

All class tasks including formal examinations must be attempted seriously. Non-serious attempts or offensive language in answers will be referred to the Head Teacher and/or the Principal / Deputy Principal and may be awarded a zero for that task.

## Managing Issues of Malpractice

Issues of malpractice need to be investigated by the Head Teacher and in more serious cases reported to the Principal / Deputy Principal.

Where the malpractice is serious and where penalty or zero mark is to be awarded, the student will be advised

of the issue and the school's intention to manage a course of action. The student will be given an opportunity to appeal the outcome of this decision.

Students are made aware that sharing / showing their hand-in task to other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero mark for that task. Students are encouraged not to share the substance of a hand-in task with other students. Likewise, students who may receive a substitute task through an appeal outcome are not to make any effort to gain knowledge, wording or content of the original task.

## 6. Course Requirements

### Satisfactorily completing the course

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 NESAs;
- applied herself 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.

### N Award Process

If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a written warning letter must be given to the student and their parents notifying of a potential for an 'N determination' in the course.

The letter will

- advise the student of the issue giving adequate time for the problem to be corrected;
- specifying details of action including a timeframe required by the student;
- alert the student to the possible consequences of an 'N' determination, and
- request from the student and his/her parent a written acknowledgement of the warning;

If the student is still at risk and is failing to address the issue detailed in the initial letter, a second follow-up warning letter will be issued.

On the first warning letter, a student may be interviewed by the classroom teacher. On the second warning letter, the student and their parents may be required to attend an interview with the Head Teacher (this may involve phone contact).

An N determination in a course may place the award of the Record of School Achievement (RoSA) in jeopardy and the individual course will not appear on the students' *Record of Achievement*.

## 7. Disability Provisions

Moorefield Girls High School will support students seeking disability provisions. Where it is appropriate and suitable these provisions will be offered to the students to complete their internal assessment component.

If a student experiences a one-off incident which affects her examination performance and requires Disability Provisions eg a physical injury, the Principal may elect to grant Disability Provisions for an individual task. These provisions will be issued using NESAs general guidelines.

### **Student responsibilities**

Students must make an appointment with the Learning and Support Teacher (LaST) to formalise an application for disability examination provisions. Application forms are available from the LaST.

Students who have been awarded disability provisions are to check with their class teacher the arrangements for these provisions for the upcoming task.

## **8. Requesting Leave (eg Travel)**

Students must inform the School if they are taking leave. They should ensure that their leave does not interfere with their assessment tasks. Taking leave without the School's knowledge may be putting the students Record of School Achievement at risk because they may not be able to satisfy course requirements.

If leave is necessary:

- Short periods of leave (**4 days or more**) for holidays must be applied for in writing to the Principal using the DEC 'Exemption from attendance' form available from the front office.  
**This must be done before departure/travel.**
- Students must complete and submit the form "Notification of Extended Absence" available from the front office. Students may still receive an 'N' award if they fail to meet course outcomes **even if** the school is aware of your absence.

## Assessment Schedules

### English

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		<b>Narrative and Reflection Task</b>	<b>Critical Essay</b>	<b>Digital Slideshow/ Film</b>	<b>Poetry Analysis Essay</b>
		Term 1 Weeks 2 – 8  <b>Task – T1 Wk. 8</b>	Term 1 Weeks 8 - 11 Term 2 Weeks 1 – 6  <b>Task – T2 Wk. 6</b>	Term 2 Weeks 6 – 10 Term 3 Weeks 1 – 2  <b>Task – T3 Wk. 3</b>	Term 3 Weeks 3 – 10 Term 4 Weeks 1 – 2  <b>Task – T4 week 2</b>
		Focus outcomes EN5-URA- 01, EN5-ECA- 01 EN5-ECB- 01	Focus outcomes EN5-URC- 01 EN5-ECA- 01 EN5-ECB- 01	Focus outcomes EN5-URB- 01 EN5-ECA- 01	Focus outcomes EN5-URB- 01 EN5-ECA- 01 EN5-ECB- 01
Unit 1: Connections to Stories	<b>20</b>	20			
Unit 2: Novel Study	<b>25</b>		25		
Unit 3: Representation – documentary and mockumentary	<b>25</b>			25	
Unit 4: Voices of Women	<b>30</b>				30
Unit 5: Representations of Aboriginal People in texts	<b>0</b>				
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>



**HSIE**

Semester 1	Weighting %	Task 1	Task 2
<b>History</b> Topics:		Research Task	Source Analysis
1. Overview: The Modern World and Australia	Term	1	2
2. Depth Study 1: Rights and Freedoms (1945 to present)	Week	9	2
3. Depth Study 2: The Globalising world (Popular Culture)			
<b>Total %</b>	<b>50</b>	<b>40</b>	<b>10</b>
<b>Outcomes</b>		HT5-2,5-3,5-6, 5-8,5-9,5-10	HT5-1,5-3,5-4, 5-7

Semester 2	Weighting %	Task 1	Task 2
<b>Geography</b> Topics:		Yearly Test	Source Analysis
1.Environmental Change and Management	Term	3	4
	Week	9	2
2. Human Wellbeing			
3. Skills			
<b>Total %</b>	<b>50</b>	<b>40</b>	<b>10</b>
<b>Outcomes</b>		GE 5.1,5.2, 5.5, 5.6, 5.7, 5.8	GE 5.3, 5.4, 5.7 5.8

**Mathematics - Stage 5.2/5.1 10M1 and 10M2 and 10M3 Common Tasks (Stage 5)**

	Syllabus Components	Weight %	Task 1	Task 2	Task
			Common Semester 1 Test	Assignment On Data	Common Semester 2 Test
			Term 1 Week 10	Term 3 Due: Week 8	Term 4 Week 3
Financial Maths- Compound Interest Algebraic Techniques Equations	MA5.2-6NA MA5.2-8NA MA5.2-4NA	35			
			35%		
Trigonometry Single Variable Data- Box plots Bivariate Data	MA5.2-13MG MA5.2-15SP  MA5.2-16SP	30		30%	
Ratio and Rates (Proportion) Linear Relationships Non Linear Relationships	MA5.2-5NA MA5.2-9NA MA5.1-7NA MA5.2-10NA	35			35%
<b>Total %</b>		<b>100</b>	<b>35</b>	<b>30</b>	<b>35</b>

**All assessments will be common across Year 10 based on the 5.1/5.2 course**

**Mathematics - Stage 5.3 10M1 Additional Tasks**

	Syllabus Components	Weight %	Task 1	Task 2	Task 3
			Stage 5.3 Class Test	Stage 5.3 Validation Test	Stage 5.3 Class Test
			Term 1 Week 11	Term 3 Week 9	Term 4 Week 4
Algebraic Techniques Equations Trigonometry Part B Surface Area and Volume	MA5.3-5NA MA5.3-7NA MA5.3-15MG MA5.3-13MG MA5.3-14MG	35			
			35%		
Single Variable Data  Bivariate Data	MA5.3-18SP  MA5.3-19SP	30		30%	
Linear and Non-Linear Relationships Ratio and Rates	MA5.3-8NA MA5.3-9NA MA5.2-5NA MA5.3-4NA	35			35%
<b>Total %</b>		<b>100</b>	<b>35</b>	<b>30</b>	<b>35</b>

Students of the stage 5.3 course (10M1) will have an additional task covering content from stage 5.3 as well as the common task with content from stage 5.1/5.2

## PDHPE

	Syllabus Components	Weight %	Task 1	Task 2	Task 3
			Video and Literacy Task	Movement Skills	Lifelong Physical Activity Practical group task Individual reflection and evaluations
			Term 1	Terms 1-2	Term 3
			Week 10	Ongoing	Week 9
Driver Survivor	PD 5.6 PD 5.7	<b>30</b>	30		
Lifelong Physical Activity	PD 5.6 PD 5.7 PD 5.8	<b>20</b>			20
Movement Skills and Performance	PD 5.4 PD 5.5 PD 5.8	<b>50</b>		20	30
<b>Total Task</b>		<b>100</b>	<b>30</b>	<b>20</b>	<b>50</b>

**Science**

		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Year 10</b>	<b>Task</b>	<b>Skills in processing and analysing data</b>	<b>Student Research Project</b>	<b>Yearly Exam</b>
	Term	2	3	4
	Week	2	6	2
<b>Weight %</b>	100	30	30	40
<b>Syllabus Outcomes</b>		LW3, CW1,CW2, WS9, WS6 ATSI, SUSTAINABILTIY and LITERACY (READING) CAPABILITIES, NUMERACY CAPABILITY	WS4, WS5, WS6, WS7, WORK AND ENTERPRISE, CREATIVE THINKING, ICT and LITERACY (WRITING), CAPABILITIES	PW2, ES1, WS7, WS9,NUMERACY CAPABILITY, LITERACY CAPABILITY (WRITING)

**Child Studies**

	Outcomes	Weight %	Task 1	Formative Task	Task 2	Formative Task
<b>Child Studies</b>			Research task - Child Care Services	Family Interactions	Case study and application- Children’s health and nutrition	Matrix task
			Term 1	Term 2	Term 3	Term 4
			Week 11	Week 3	Week 7-8	Ongoing
		50%	50%			
		50%			50%	
<b>Total Task</b>		<b>100</b>	<b>50%</b>		<b>50%</b>	

## Commerce

Syllabus Components	Weighting %	Task 1	Task 3
		Research Task	Yearly Exam
		Term 1	Term 4
		Week 9	Week 3
1. Law, Society and Political Involvement	40	40	
2. Employment and Work Futures	25		25
3. Towards Independence	25		25
4. Travel	10		10
<b>Total %</b>	100	40	60
Outcomes		5.3, 5.5, 5.7, 5.8, 5.9	5.1, 5.2, 5.3, 5.4

**Drama**

<b>Course Practices</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	a) Portfolio of performance b) Submission of logbook c) Short reflective task (in-class)	a) Individual project b) Submission of logbook c) Short reflective task (in-class)	a) short performance b) research task
	Term 2	Term 3	Term 4
	Week 2	Week 6	Week 3
Making Performing Appreciating	30%		
Making Performing Appreciating		35%	
Making Performing Appreciating			35%
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>
Outcomes	5.1.1, 5.1.2, 5.2.1, 5.3.1	5.1.3, 5.2.1, 5.3.1	5.1.4, 5.2.1, 5.2.3, 5.3.3



**Food Technology**

Topic Area	Weighting %	Task 1	Task 2	Task 3
		Research Design Practical	Design Marketing New food product	Yearly Exam
		Term 1	Term 3	Term 4
		Week 10	Week 5	Week 2
Food Service & Catering	40	40		
Food Product Development	40		40	
Exam - All units	20			20
<b>Total %</b>	<b>100</b>	<b>40</b>	<b>40</b>	<b>20</b>
Outcomes		FT5-1, FT5-2, FT5-4, FT5-10	FT5.1, FT5-9, FT5-10, FT5-11	FT5-3, FT5-4, FT5-6, FT5-7, FT5-8, FT5-9FT5- 12, FT5-13

**PASS**

	<b>Weight %</b>	<b>Task 1</b>	<b>Movement Skills Semester 1</b>	<b>Task 2</b>	<b>Movement Skills Semester 2</b>
		Event Management Task	Movement Skills	Technology in Sport: Research and Video Task	Movement Skills
	<b>Term</b>	Term 1	Terms 1-2	Term 3	Term 1-4
	<b>Week</b>	Week 9	Ongoing	Week 6	Ongoing
Outcomes		PASS5-5, PASS5-7, PASS5-8, PASS5-10	PASS5-1, PASS5-5, PASS5-7, PASS5-9, PASS5-10	PASS5-6, PASS5-7, PASS5-10	PASS5-1, PASS5-5, PASS5-7, PASS5-9, PASS5-10
Event Management	25	25			
Movement Skills and Performance	50		25		25
Technology, Participation & Performance	25			25	
<b>Total task %</b>	<b>100%</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

## Photography and Digital Media

	Syllabus Components	Task 1	Task 2	Task 3
		Term 2 Week 3	Term 3 Week 6	Term 4 Week 3
Digital Photography Surrealism: Beyond Realism	Making photographic works, critical & historical interpretations	40%		
Video/Film	Making photographic and digital works, critical & historical interpretations		40%	
Darkroom	Making digital works, critical & historical interpretations			20%
<b>Outcomes</b>		5.1, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	5.1, 5.4, 5.6, 5.7	5.1, 5.2, 5.3, 5.6, 5.7, 5.8



## APPENDIX A: Illness or Misadventure Claim Form

Attach any supporting evidence here with a staple or a pin.

### MOOREFIELD GIRLS HIGH SCHOOL ILLNESS OR MISADVENTURE CLAIM FORM

Student's Name: \_\_\_\_\_ Year: \_\_\_\_\_ Roll Class: \_\_\_\_\_

Parent's name: \_\_\_\_\_ Daytime parent phone number: \_\_\_\_\_

Assessment task affected: \_\_\_\_\_

Due date of task: \_\_\_\_/\_\_\_\_/\_\_\_\_

Subject: \_\_\_\_\_ Class Teacher's name: \_\_\_\_\_

Head Teacher name: \_\_\_\_\_

Type of claim ( Please tick ✓ )     Illness     Misadventure

Describe your reasons for submitting this claim. (Describe the illness or misadventure)

(Students must ensure they are familiar with MGHS assessment policy. Supporting evidence, such as a doctor's certificate should be attached to the top left corner of this form. Letters from parents are only applicable on compassionate grounds or in exceptional circumstances)

Parent or Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

#### INSTRUCTIONS: (Please read the following instructions carefully.)

- This claim form, along with any supporting evidence, such as a doctor's certificate etc, should be submitted to the Deputy Principal.
- This claim form should be submitted **as soon as possible** after the examination or assessment task in question has occurred. (It may also be submitted before the task is due.)
- Failure to comply with these instructions may result in a zero assessment being recorded.

Deputy Principal's Decision:

#### Deputy Principal use only

Day & date claim received by Deputy Principal: Mo Tu We Th Fr \_\_\_\_/\_\_\_\_/\_\_\_\_

Copy forwarded to HT Date: \_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

This claim form should be filed in the student's master file attached to a brief note describing the outcome of the claim.