



Moorefield Girls
High School

Year 10 Assessment Policy and course schedules 2025



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Introduction

Welcome to Moorefield Girls High School's Year 10 course booklet for 2025. This document outlines the assessment requirements for your Record of School Achievement (RoSA).

Your RoSA grade will be determined through school-based assessments and classwork. The formal assessment program will:

- Provide clear task requirements and weightings
- Measure performance against NESA outcomes
- Track progress and provide regular feedback
- Determine final A-E grades for NESA submission

All students are expected to actively participate in assessments and strive for continuous improvement. Please review this handbook carefully to understand the RoSA requirements and effectively manage your learning throughout 2025.

What is a 'Record of School Achievement (RoSA)'?

The RoSA is a cumulative record of achievement that includes a student's record of academic achievement up until the date they leave school.

The RoSA records (where applicable):

- completed Stage 5 (Year 10) courses and grades
- completed Preliminary Stage 6 (Year 11) courses and grades
- HSC (Year 12) results
- any uncompleted Preliminary Stage 6 courses or HSC courses.

The ROSA is also the credential for students who leave school **after** Year 10 and **before** the Higher School Certificate (HSC).

- Students who do not complete their HSC may receive a RoSA.
- Students who have not met the [HSC minimum standard](#) to receive their HSC, can receive a RoSA.
- The RoSA is useful to students leaving school before the HSC because they can show it to potential employers or places of further learning.

Formal RoSA credentials are for school leavers. However, all Years 11 and 12 students can:

- access their cumulative academic results
- access their enrolled courses
- download an eRecord via their [Students Online](#) account.

More information is here: <https://www.nsw.gov.au/education-and-training/nesa/leaving-school/rosa>.

Eligibility for the RoSA

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.

See: [ACE Manual: ACE 4001 Requirements for the award of the Record of School Achievement](#)

How to get the RoSA

Students cannot make a request for a RoSA, it must come from their school.

Once schools have finalised the requests, the student can download the RoSA from their [Students Online account](#).

Students who remain at school to complete their HSC will not receive a RoSA.

Receiving a Transcript of Study.

Students are not eligible for a RoSA if they:

- leave school before finishing Year 10
- leave after Year 10 without meeting RoSA eligibility requirements.

These students will be issued with a Transcript of Study. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.

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.

Assessment Overview

The purpose of your School Assessments

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'.

See: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades/common-grade-scale>

<u>Grade A</u>	The student has an extensive knowledge and understanding of the 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.
<u>Grade B</u>	The student has a thorough knowledge and understanding of the 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.
<u>Grade C</u>	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.
<u>Grade D</u>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<u>Grade E</u>	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.
<u>'N' Determination</u>	<p>If students don't complete a course's requirements, they will receive an 'N' determination.</p> <p>Students are warned via a letter from their school if it looks like they might not meet course requirements. NESA's aim is to give the student time to complete the course and fix the problem.</p> <p>When an 'N' Determination is given, a student is still required to complete the work to demonstrate achievement of outcomes. e.g. complete and submit for assessment purposes.</p>

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 (e.g. 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 as soon as possible.

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 teacher via email.**

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

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.

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 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, including AI platforms.
- 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.

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 NESA;
- 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 Determination 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*.

Reasonable adjustments for students with disability

Moorefield Girls High School will support students with disability requiring reasonable adjustments to assessment tasks. Where it is appropriate and suitable these adjustments 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 an adjustment e.g. a physical injury, the adjustment can be made to ensure the student can access the assessment.

Requesting Leave (e.g. 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 DOE Application for Leave form available from the front office. **This must be done before departure/travel.**
- Students must complete and submit the form Application for Leave 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 Schedule: Child Studies

Syllabus Components	Task 1	Task 2	Weighting
Task	Research task - Child Care Services	Case study and application - Children's health and nutrition	
Dates	Term 1 Week 11	Term 3 Week 9	
Total %	50%	50%	100%

Assessment Schedule: Commerce

Syllabus components	Task 1	Task 2	Weighting
Task	Research task	Yearly Examination	
Dates	Term 1 Week 9	Term 4 Week 3	
Outcomes assessed	5.3, 5.5, 5.7, 5.8, 5.9	5.1, 5.2, 5.3, 5.4	
1. Law, Society and Political Involvement	40%	-	40%
2. Employment and Work Futures	-	25%	25%
3. Towards Independence	-	25%	25%
4. Travel	-	10%	10%
Total %	40%	60%	100%

Assessment Schedule: Drama

Syllabus components	Task 1	Task 2	Task 3	Weighting
Task	Realism – Stanislavski System <ul style="list-style-type: none"> Scripted monologues or Duologues performances Logbook submission 	Technical Theatre <ul style="list-style-type: none"> Individual Projects Logbook and rationale submission 	Non-Realism/Epic Theatre <ul style="list-style-type: none"> Group devised performances Logbook and reflection Submission 	
Dates	Term 2 Week 2	Term 3 Week 5	Term 4 Week 4	
Outcomes assessed	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.3.1	5.1.3, 5.1.4, 5.2.2, 5.3.1	5.1.1, 5.1.2, 5.1.4, 5.2.1, 5.2.3, 5.3.2, 5.3.3	
Making	5%	20%	15%	40%
Performing	20%	5%	15%	40%
Appreciating	5%	10%	5%	20%
Total %	30%	35%	35%	100%

Assessment Schedule: English

Syllabus components	Task 1	Task 2	Task 3	Task 4	Weighting
Task	Narrative and Reflection Task	Critical Essay	Digital Slideshow / Film	Poetry Analysis Essay	
Dates	Term 1 Week 8	Term 2 Week 6	Term 3 Week 3	Term 4 Week 2	
Outcomes assessed	EN5URA- 01 EN5ECA- 01 EN5ECB- 01	EN5URC- 01 EN5ECA- 01 EN5ECB- 01	EN5URB- 01 EN5ECA- 01	EN5URB- 01 EN5ECA- 01 EN5ECB- 01	
Unit 1: Connections to Stories	20%	-	-	-	20%
Unit 2: Novel Study	-	25%	-	-	25%
Unit 3: Representation – documentary and mockumentary	-	-	25%	-	25%
Unit 4: Voices of Women	-	-	-	30%	30%
Total %	20%	25%	25%	30%	100%

Assessment Schedule: History (HSIE Semester 1)

Syllabus components	Task 1	Task 2	Weighting
Task	Research Task	Source Analysis	
Dates	Term 1 Week 10	Term 2 Week 2	
Outcomes assessed	HT5-2,5-3,5-6, 5-8,5-9,5-10	HT5-1,5-3,5-4, 5-7	
Topics: <ul style="list-style-type: none"> • Overview: The Modern World and Australia • Depth Study 1: Rights and Freedoms (1945 to present) • Depth Study 2: The Globalising world (Popular Culture) 	70%	30%	100%
Total (Semester 1) %	70%	30%	100%

Assessment Schedule: Geography (HSIE Semester 2)

Syllabus components	Task 1	Task 2	Weighting
Task	Yearly Examination	Source Analysis	
Dates	Term 3 Week 9	Term 4 Week 2	
Outcomes assessed	GE 5.1,5.2, 5.5, 5.6, 5.7, 5.8	GE 5.3, 5.4, 5.7 5.8	
Topics: <ul style="list-style-type: none"> 1.Environmental Change and Management 2. Human Wellbeing 3. Geographical Skills 	70%	30%	100%
Total (Semester 2) %	70%	30%	100%

Assessment Schedule: Mathematics

Syllabus components	Task 1	Task 2	Task 3	Task 4	Weighting
Task	Class test	In-class task	Class test	Semester 2 test	
Dates	Term 1 Week 9	Term 2 Week 6	Term 3 Week 8	Term 4 Week 4	
Outcomes assessed	Financial B MA5-FIN-C-02 Indices A & B MA5-IND-C-01, MA5-IND-P-01 Logarithms MA5-LOG-P-01	Trigonometry B,C&D MA5-TRG-C-02 MA5-TRG-P-01 MA5-TRG-P-02 Working Mathematically MAO-WM-01	Variation A &B MA5-RAT-P-01 MA5-RAT-P-02 Data A MA5-DAT-C-01	Data B & C MA5-DAT-C-02, MA5-DAT-C-03 Linear Relationships A, B&C MA5-LIN-C-01 MA5-LIN-C-02 Algebraic Techniques MA5-ALG-C-01 Working Mathematically MAO-WM-01	
Total %	25%	20%	25%	30%	100%

Assessment Schedule: Music

Syllabus components	Task 1	Task 2	Task 3	Task 4	Weighting
Task	Program Music	Australian Music	Popular Music	Jazz	
Dates	Term 1 Week 8	Term 2 Week 8	Term 3 Week 7	Term 4 Weeks 3 - 4	
Outcomes assessed	5.4, 5.5, 5.6, 5.12	5.1, 5.2, 5.3	5.7, 5.8, 5.11	5.8, 5.9, 5.10	
Performing	-	30%	5%	-	35%
Composing	30%	-	-	-	30%
Listening	-	-	15%	20%	35%
Total %	30%	30%	20%	20%	100%

Assessment Schedule: PDHPE

Syllabus components	Task 1	Task 2	Task 3	Weighting
Task	Video and Literacy Task: Driver Survivor	Movement Skills	Lifelong Physical Activity <ul style="list-style-type: none"> Practical group task Individual reflection and evaluation 	
Dates	Term 1 Week 9	Term 1 – 2 (ongoing)	Term 3 Week 9	
Outcomes assessed	PD 5.6, 5.7	PD 5.4, 5.5, 5.8	PD 5.4, 5.5, 5.6, 5.7, 5.8	
Total %	30%	20%	50%	100%

Assessment Schedule: Psychology

Syllabus components	Task 1	Task 2	Task 3	Task 4	Weighting
Task	Sleep Study Research	In-class Essay	Motivating a Team Proposal	In-class test	
Dates	Term 1 Week 9	Term 2 Week 6	Term 3 Week 8	Term 4 Week 5	
Outcomes assessed	PSY5-2, PSY5-5, PSY5-8	PSY5-2, PSY5-6, PSY5-8	PSY5-1, PSY5-2, PSY5-6, PSY5-8	PSY5-1, PSY5-2, PSY5-5, PSY5-6 PSY5-8	
Research Methods in Psychology (25 hours)	25%				25%
Forensic Psychology (25 hours)		25%			25%
Psychology of Success (25 hours)			25%		25%
Psychological Disorders and constructs of normality (25 hours)				25%	25%
Total %	25%	25%	25%	25%	100%

Assessment Schedule: Science

Syllabus components	Task 1	Task 2	Task 3	Weighting
Task	Skills in processing and analysing data	Student Research Project	Yearly Examination	
Dates	Term 1 Week 10	Term 3 Week 7	Term 4 Week 2	
Outcomes assessed	LW3, CW1, CW2, WS9, WS6 ATSI, Sustainability, Literacy (reading) capability, Numeracy capability	WS4, WS5, WS6, WS7 Work and enterprise, Creative thinking, ICT, Literacy (reading) capability	PW2, ES1, WS7, WS9 Literacy (writing) capability, Numeracy capability	
Total %	30%	30%	40%	100%

Assessment Schedule: Textiles Technology Yr10

Components	Task 1	Task 2	Task 3	Total
Task	Practical Project with Folio: Apparel Summer Sundress	Practical Project with Folio: Textile Art Indian Cushion	Exam	
Due Dates	Term 2 Week 4	Term 3 Week 6	Term 4 Week 2	
Outcomes Assessed	5.1.2 5.2.2 5.4.1 5.5.2 5.5.3	5.1.1 5.4.1 5.5.1 5.6	5.1 5.2 5.6	
Components	Portfolio: 20% Garment: 20%	Portfolio: 20% Cushion: 20%	Exam: 20%	
Weighting	40%	40%	20%	100%

Assessment Schedule: Visual Arts

Syllabus components	Task 1	Task 2	Task 3	Weighting
Task	Picasso Essay Portfolio of Work	Zines Task	Rodin Essay Ceramics	
Dates	Term 2 Week 3	Term 3 Week 5	Term 4 Week 2	
Outcomes assessed	5.1, 5.2, 5.3, 5.4, 5.5, 5.6 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6 5.7, 5.8, 5.9, 5.10	
Making Artworks	20%	20%	20%	60%
Critical and Historical Studies	20%	-	20%	40%
Total %	40%	20%	40%	100%

Assessment Schedule: Food Technology

Syllabus components	Task 1	Task 2	Task 3	Weighting
Task	Research Design Practical	Design Marketing New Food Product	Yearly Examination	
Dates	Term 1 Week 8	Term 3 Week 5	Term 4 Week 3	
Outcomes assessed	FT 5-1, FT5-2, FT5-8, FT5-10, FT5-4	FT5.1, FT5-9, FT5-10, FT5-11	FT5-3, FT5-4, FT5-6, FT5-7, FT5-8, FT5-9, FT5-12, FT5-13	
Food Service & Catering	40%	-	-	40%
Food Product Development	-	40%	-	40%
Exam- All units	-	-	20%	20%
Total %	40%	40%	20%	100%



Appendix A: Illness or Misadventure Form

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

MOOREFIELD GIRLS HIGH SCHOOL

ILLNESS OR MISADVENTURE CLAIM FORM

Student's name: _____ Year: _____

Parent's name: _____ Daytime parent phone number: _____

Assessment task affected: _____

Due date of task: ____/____/____ Subject: _____

Class teacher: _____ Head Teacher: _____

Type of claim (Please circle) 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: _____