

Year 10
Assessment
Booklet
2024

Sir Joseph Banks High School

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Principal's Message

Welcome to the first year of your RoSA studies at Sir Joseph Banks High School. Year 10 is the culmination of eleven years of schooling and provides your first opportunity to achieve an accreditation that you can use to start your career or further study. Therefore, it is vitally important that you make every day count this year, so that you achieve results that you would be proud to show to an employer or to carry over into your HSC or TAFE studies.

I would like to offer you a few tips that I believe will result in the successful completion of Year 10.

- Complete and submit all your assessment tasks on time. If you miss a deadline, still hand it in; there is nothing worse than letting your tasks build up over the year.
- Nothing can replace being at school and in class. It's almost impossible to keep up if you have a lot of time off.
- Work with your teachers, not against them, to achieve your goals. Our staff are here to help you achieve your best, so take advantage of the guidance they can offer you.

If you follow these simple tips, you will be well on the way to achieving a final Year 10 accreditation of which you and your family can be really proud.

Good luck with the year ahead.

Deputy Principal's Message



Mr Palmer, Year 10 Deputy Principal 2024

Welcome to Year 10.

This year marks the beginning of your senior high school years. At the end of the year, students who have completed their subjects to a satisfactory level will be eligible for a NSW Record of School Achievement (RoSA). This is required to access the HSC and some TAFE courses. You will only need a physical copy of this certificate if you leave school before the HSC.

Students will also attempt their HSC minimum standards for Literacy and Numeracy exams for the first time this year. These standards are the equivalent of achieving a Year 9 NAPLAN Band 8 in Numeracy and Literacy.

There will be lots of exciting opportunities this year.

- The subject selection process will begin in Term 2. Students and parents will be consulted about the different pathways and best suited subjects moving into the HSC.
- Some Year 10 will be able to engage with the business community through our partnership with the Australian Business and Community Network.
- In Term 4, Year 10 will be attending a school camp in Morisset. If you have not paid your deposit, it's not too late.
- In Term 4, Week 6 school will be going on Work Experience. This will enable students to experience what life is like in the workforce.

I look forward to supporting you through your Year 10 journey and beyond.

Year Advisers' Message



Mr Beard
Year Adviser



Mr Szymura
Assistant Year Adviser

Year 10 Advisers 2024

Sir Joseph Banks High School is widely acknowledged for its approach to student support and welfare. We understand that good teaching and learning is underpinned by positive and productive relationships between students, families, teachers and our community partners.

The role of the Year Adviser is to assist in student welfare matters, monitor attendance and punctuality and support commitment to learning. Each year is assigned a Year Adviser and Assistant Year Adviser to ensure that support and guidance is given to students as needs arise.

We look forward to supporting and guiding you in your last year at Sir Joseph Banks High School.

Help and how to get it

Issues/concerns	Who to see
Advice on students' academic progress, attitude to work and learning, and conduct in class.	Teachers Head Teachers
Assistance with student welfare matters, attendance and punctuality, and commitment to learning.	Year Adviser Assistant Year Adviser
Help for students experiencing personal, social, psychological, or learning problems.	Deputy Principal Year Advisers Student Services Team: - Student Support Officer - School Counsellor - Head Teacher Learning Support
Advice about curriculum, current and future training, and career options.	Senior Transition Team: - Head Teacher Secondary Studies - Careers Adviser
Advice about curriculum and NESA requirements, including rules and procedures for Preliminary and HSC courses. Advice regarding illness and misadventure appeals and special provisions for students with special needs.	Deputy Principal Head Teacher Secondary Studies Head Teacher Learning Support
HSC and NESA advice. Help with study skills and assessment tasks.	Head Teacher Secondary Studies Learning Centre Coordinator
Advice regarding school contributions and subject fees.	Deputy Principal School Administrative Manager
Bus and train travel.	Front Office

Record of School Achievement (RoSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

The RoSA is also available to students who, from 2020, have not demonstrated the [HSC minimum standard](#) to receive their HSC. 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 [Education Act](#).

Receiving the RoSA

Schools are responsible for requesting a RoSA through the enrolments section in [Schools Online](#). Once this has been completed, we will send a PDF of the RoSA to student's [Students Online](#) account. Students cannot directly request a RoSA themselves.

Schools are able to generate an eRecord and check the student's course information is correctly recorded. This online eRecord can be used as an interim result report until the formal RoSA credential is delivered to the student's Students Online account.

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

RoSA reporting and grades

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

- Completed courses and the awarded grade.
- 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 by the school in Term 4.
- Monitored by us for fairness and consistency.

Life Skills

Students with disability can complete the [Life Skills](#) curriculum option.

Students who leave school before completing their HSC, but who have satisfactorily completed Year 11 or Year 10 Life Skills courses, can receive a RoSA.

For every satisfactorily completed Life Skills course an accompanying Profile of Student Achievement is included with the RoSA to provide students with more details of their achievements from each course.

Awarding Grades

A standards-referenced approach is used to report student achievement in NSW. Achievement standards are based on what students are expected to learn and how well they have achieved.

The NSW syllabuses state the intended learning for students by the end of each stage. A to E grade scales describe how well students have achieved. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved at a particular point-in-time. These decisions are based on evidence of achievement and information teachers have collected during the teaching and learning.

What is the A to E grade scale?

The A to E grade scale summarises the standard (or quality) of achievement associated with each grade. The scale describes:

- The depth of knowledge and understanding and
- The range of skills that students working at that standard typically show.

Grades are given for individual achievement. Students will get the grade that best matches the standard of their achievement. Teachers should consider all evidence gathered and should **not** be limited to a set number of children allocated to each grade within their class or school.

Grades are one aspect of school reporting to parents. Other important tools include:

- Teacher comments
- Parent-teacher-child interviews and
- Ongoing communication to share information about student effort and application.

About the Common Grade Scale

The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels

Grade	Description
A	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.
B	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.
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.

Students with disability may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

RoSA Assessment Procedures

Assessment of Stage 5

- Involves course based assessment judgements made in line with NESA descriptors.
- Consists of assessment tasks and/or examinations.
- Assessment tasks include written work, oral work, practical work, tests and assignments as is appropriate to the RoSA course.

Assessment for Reports

Year 10 Report contains:

- Exam mark and exam position based on formal examinations (if conducted).
- Course mark and course position.
- Overall achievement is based on the student's areas of learning which is described using a five point (O-L) common grade scale for each KLA.

Changes to Assessments

At times, due to unforeseen circumstances, changes to the RoSA Assessment Schedules may be necessary after close consultation with school Executive staff. Should this occur, a *Notification of Amendment to RoSA Assessment Task Schedule* will be issued to students and parents affected.

Students have the right to:

- Be informed of the assessment processes of your school and NESA.
- Receive clear guidelines relating to the requirements of each assessment task.
- Be told in advance of the due date for each assessment task.
- Access feedback for an individual task at the time it is returned to you.

Students have the responsibility to:

- Become familiar with and follow the assessment requirements set by your school.
- Complete all set tasks on time, or talk to your teacher about what is required if you can't meet a deadline.
- Avoid Academic Misconduct, that is behaviour which may be considered cheating, including plagiarism and the use of Artificial Intelligence (A.I), and ensure that all assessment work is your own or acknowledges the contribution of others.
- Follow up any concerns you have with tasks at the time they are marked and returned.

What is the purpose of assessments tasks?

RoSA assessment tasks will:

- Assess syllabus objectives and outcomes allowing you to demonstrate your level of achievement of these outcomes.
- Assess your capabilities through a variety of tasks and contexts and will be sensitive to cultural perspectives, gender, disability, background language and socioeconomic status.
- Written in plain language using NESA terminology in a correct and consistent manner.
- Contain clear marking criteria outlining guidelines for levels of achievement.
- Help you learn, expand your knowledge and encourage you to challenge yourself.
- Show how much you have learnt and where you need to improve.
- Contribute to your final RoSA grade.

Assessment Guidelines for RoSA (Record of School Achievement) - Stage 5

Assessment Information

1. Attendance

Satisfactory attendance is required in all subjects for the duration of the course. Attendance is expected to be above 85% in each course but may be determined individually at the discretion of the Principal. Students may receive a warning of non-completion of course requirements if their individual subject attendance falls below 85%.

Commented [RG1]: Just added some comments re subject attendance requirements.

- A child who has completed Year 10 and is below 17 years of age must continue schooling unless he or she participates on a full-time basis in approved education or training, or paid work (more than 25 hours) or a combination of approved education or training and paid work.
- Students are expected to attend school on time every day in order to meet the requirements for their RoSA courses. School begins at 8:40am.
- Students are expected to attend all timetabled lessons.
- Students must remain on the school grounds all day, including recess and lunch.
- If a student is absent because of illness or for some other acceptable reason:
 - (i) a note stating the reason for the absence must be brought to the front office on the first day of return from absence; or
 - (ii) a doctor's certificate.
- A doctor's certificate MUST be supplied if absent for an assessment task; this must be provided to the Head Teacher of the faculty the next day the student returns to school after their absence along with a completed misadventure form. [Assessment Task Missed Due to Illness/Misadventure/Absence Appeal Form](#)
- Truancy is the action of deliberately staying away from class or school without reason. This means that valuable work is missed. Parents will be notified, and letters sent home.
- Attendance may impact on any government assistance students may be receiving, for example, Centrelink payments may be reduced/cancelled.
- Any long-term leave during the senior years may result in a student not progressing to the following year. Any request for holiday leave MUST be approved by the Principal prior to going on leave.
- Leave will not be granted during examination periods unless there is a known medical condition.
- Student absences are recorded on student reports – documenting both whole day explained and unexplained absences and partial day explained and unexplained absences.

2. Application

Students are expected to be diligent in the way that they apply themselves in all subject areas. This requires satisfactory participation in all class activities and excursions, as well as completion of all set classwork, homework, tests, assessment tasks and examinations and any other prescribed work to a satisfactory standard. Any work submitted which is not of this standard may be required to be redone and resubmitted.

Students are to make a serious attempt to complete all set assessment tasks for each subject and by the due date and time. Students submitting non-serious attempts or found committing academic misconduct will be issued with a zero mark for the task and an N Warning.

Please note: Non compliance with NESA Rules and Procedures may result in the student being considered as ineligible for the completion of the course. Lack of application may result in the issuing of a *Notice of Potential Expulsion – Unsatisfactory Participation*.

Assessment Procedures

1. Duration

This Assessment Program will commence in Term 1 2024 and conclude in Term 4 2024.

2. Assessment Schedules

This booklet contains an Assessment Schedule of each course. Each subject's table contains information about the number of tasks, the nature of each task and the weighting given to each. In addition to this there is a table showing the distribution of all tasks across the year enabling each student to plan how to balance the demands of different assessments in all of their courses.

3. Assessment Task Submissions

- Students are expected to submit authentic work of a high quality and standard by the due date and time.
- Students who do complete or fail to submit, or do not make a serious attempt in an Assessment Task will receive an N Warning and a zero mark will be awarded for the task.

4. General Procedures

a) Notification

- Students should be given two weeks written notice for all assessment tasks (except Formal Examinations where written notification, separate to this Assessment Booklet, is not required). The notification will outline the nature of the task, the various components and the marking criteria.
- Students sign the Assessment Task Notification Sign On form to indicate they have received the task. If a student is away from school on the day the Assessment Task Notification is distributed, it is their responsibility to see the teacher to receive the notification.

b) Handing in Tasks

- All work must be submitted or performed punctually on the due date, during the lesson that the task is due.
- Students must submit work in person and must be present at school for all timetabled periods that day.
- Students must keep a hard and digital copy of the task. Loss of task will not be accepted as a valid reason for late submission.
- Tasks submitted on the due date but after the due time will be deemed a late submission and a zero mark will be awarded.
- Students must again sign the Assessment Task Notification Sign On form to verify that the task has been submitted.

c) Electronic Submission

- It is expected that some tasks will be required to be submitted electronically. The teacher will outline in the task notification when and how the task is to be submitted electronically.
- It is the **student's responsibility** to ensure that all work is complete, the task is submitted on time and that the correct documents are attached to the submission. It is also the student's responsibility to sign the submission section of the Assessment Task Notification Sign On form to verify that the task has been submitted.
- All electronic submissions will have evidence of date and time of turn in.

d) Technology Failure

- Occasionally, a student's ability to complete an Assessment Task may be impacted by the failure of technology.
- In this case, the student must follow the normal procedure for an Extension (if the problem occurs prior to the submission of a task) OR Special Consideration (if the problem occurs on the due date). These forms can be found using the QR codes in the appendix of this booklet.
- Evidence must be presented to support the claim of technology failure and the IT staff may be consulted to determine the validity of the claim.
- The relevant Deputy Principal will make the final determination in all cases of technology failure.
- **It is the student's responsibility** to retain a regularly **backed up copy** of all their school work either on a cloud, external drive or a USB so that if there is a problem with their computer their work is not lost.

e) Absence or Partial Absence from School on the Due Date

- Students who are absent or late to school on the day of an assessment task due to illness or misadventure must complete an Assessment Task Missed Due to Illness/Misadventure/Absence Appeal Form. Students must provide evidence, such as a medical certificate, upon first day return to school. If there is no documentation supporting their absence, then a zero will be awarded.
- If a student is going to be absent from school, for whatever reason, students are expected to contact the classroom teacher via email or phone on the day of the task or **first day of return to school**. Students must make alternative arrangements to submit the task on time (this may involve electronic submission).
- Students who do not attend school within the two days prior to the assessment due date may be penalised for Academic Misconduct, be awarded zero marks and be issued an N Award warning. Students will be required to submit evidence for absence/s from the upcoming tasks or exam.
- If a student is on suspension when a task is due, they will still be required to submit the task by the due date and time (electronic submission is advisable). If this is an exam, an arrangement can be made with the Principal on a case by case scenario.
- If the absence is an extended illness or unforeseen circumstance, students must complete Assessment Task Missed Due to Illness/Misadventure/Absence Appeal Form submit and provide evidence which must be presented to support the absence. If the appeal is upheld, the marks from a similar task may be used to modify or estimate results in consultation with the Head Teacher.
- **In-class Assessments and Exams** – students should provide a medical certificate to their teacher with an Assessment Task Missed Due to Illness/Misadventure/Absence Appeal Form attached on the morning of the first day back at school and will be expected to complete the set task during the next lesson for that subject, or at the discretion of the Head Teacher.

Commented [RG2]: This is fine.

f) Conduct during examinations, tests or assessment tasks

- A student must not have any materials with him/her other than those necessary and allowed for the task.
- A student must not speak to any person other than the teacher supervising the task, for the duration of the task.
- A student cannot behave in a way likely to disturb other students or disrupt the conduct of the task.
- If a serious attempt at a task is not made, a student may be awarded a zero mark and receive an N Award warning.
- If a student cheats or attempts to cheat, a zero mark will be awarded, with no opportunity to do the task again.
- Students found using banned technological devices will receive a zero mark and an N Award warning will be issued.

- If a student fails to bring the necessary equipment (eg calculator) into an exam it is not the responsibility of the teacher to find the student the equipment to complete the exam. No borrowing of equipment between students is permitted.
 - Equipment is to be placed into a clear plastic lunch bag or plastic sleeve. No pencil cases are permitted.
 - Permission to use the toilet during an examination will only be granted under extenuating circumstances.
- g) Malpractice (Plagiarism, Academic Misconduct)
- All work **MUST** be the student's work and follow the All My Own Work standard.
 - Any information quoted from another source must be referenced.
 - A student found plagiarising (including the use of Artificial Intelligence AI), cheating or any other form of academic misconduct may be awarded a zero mark for that task. The student may be issued with an N Warning and will be required to resubmit the task.
 - Plagiarism is determined by the class teacher in consultation with the Head Teacher.
- h) Zero Marks
- Parents of students given a zero mark will be notified in writing by way of an N award warning letter including information about the resubmission of the task and will need to respond, in writing to confirm that the notification has been received.
- i) Non-Serious Attempt
- Non-completion of substantial parts of a task or examination such as attempting only the multiple-choice section of an examination.
 - No demonstration of engagement (or minimal engagement) with the outcome/s of the task.
 - Students who do not make a serious attempt in an assessment task may not receive an award for the task and may be issued an N award warning letter.
 - Writing, performing or speaking in a frivolous, offensive or objectionable manner.
 - Writing answers in a language other than English (unless specifically instructed to do so) or submitting electronic tasks in a format that is unrecognisable or not approved by the teacher.

5. Appeals Process

- a) Appeals of Marking
- If a student believes an error has been made in the marking of a task, they should complete an Application for Appeal of Academic Outcome form.
 - The Head Teacher will investigate in consultation with the class teacher and student and will make a decision, notifying the student of the outcome, within seven days.
 - A Formal Review will be conducted within 7 days of receiving a formal appeal, with the student and parents notified in writing of the outcome and the reasons for it.
- b) Unforeseen Circumstances / Special Consideration
- At times a student's result in an Assessment Task or Examination may be impacted by circumstances outside of their control on or near the due date of a task. This may include things such as illness or a family emergency. The student or their parent/caregiver needs to contact the Deputy Principal as soon as possible with relevant documentation as evidence.
 - An Appeal form must be submitted on their first day of returning to school.
 - The Head Teacher in conjunction with the relevant Deputy Principal, will make a decision about whether an extension may be granted, an estimate used, or an alternative task be set.
- c) Extensions
- Extensions **will only be granted in exceptional circumstances** (please note that leave granted for holidays, does NOT constitute exceptional circumstances).

- Holidays, routine medical or dental appointments, part time work commitments and routine sporting commitments will not be considered as valid reasons for extensions.
- Students must complete the Request for Extension Form and submit it to the Head Teacher of the subject at least 24 hours PRIOR to the due date.
- Documentary evidence, for example, a medical certificate, will be required. The Head Teacher will consider the application in consultation with the class teacher and Deputy Principal. However, there is no obligation to accept such evidence if they have reason to suspect its validity.
- Once a decision has been made, the student will be notified in writing as soon as possible. This will include the outcome and length of the extension, if granted.
- Class teachers cannot grant extensions.
- No extensions of time will be granted other than in exceptional circumstances.

6. 'N' Award Determinations – Assessment

N-Award warnings that are not resolved can lead to an N Determination. In order to successfully attain an RoSA:

- An N Award is a determination that a student has not completed the minimum requirements for completion of a 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 the NSW Education Standards Authority (NESA);
 - and
 - applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
 - and
 - achieved some or all of the course outcomes.
- If a student is at risk of achieving an N Award (which reflects failure to seriously attempt more than 50% of the Assessment Tasks), the Head Teacher will notify the student and their parents of what they need to do in order to correct the situation.
- If the required action is not taken, then an N Award determination may be made.
- If a student receives an N Award, they have the opportunity to appeal this decision and complete an Application for Appeal of Academic Outcomes form.
- A Formal Review will be conducted within seven days of receiving a formal appeal, with the student and parents notified in writing of the outcome and the reasons for it.

7. Students with Special Educational Needs

Assessment for students with special education needs who are accessing the regular course varies according to the learning needs of the student and the requirements of the task. Schools are responsible for making decisions around adjustments to coursework and assessment tasks.

Teachers may need to make adjustments to assessment practices for some students with special education needs so that they are able to demonstrate what they know and can do in relation to syllabus outcomes and content. The types of adjustments made will vary, based on the needs of individual students.

These may be:

- Adjustments to the assessment process, for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology.
- Adjustments to assessment activities, for example rephrasing questions or using simplified language, fewer questions or alternative formats for questions.
- Alternative formats for responses, for example written point form or notes, scaffolded structured responses, short objective questions or multimedia presentations.

Providing adjustment does not restrict a student's access to the full range of grades or marks.

8. Students with Disabilities

- The Disability Standards for Education require that all students with disabilities are able to access all learning and assessment in the same way as any other student.
- Students may have a disability in one of four areas: cognitive (eg learning difficulties), sensory (eg vision impairment), physical or social-emotional (eg anxiety disorder).
- The parents of students with disabilities must ensure that the school has access to all necessary documentation to ensure that they are able to understand and cater for the educational needs of the student.
- If necessary, adjustments are made to Assessment Tasks or examinations so that students with disabilities are able to demonstrate their knowledge and skills.
- These students are still able to be graded using the standards referenced approach even though the form of assessment may vary from other students.
- Adjustments and provisions will be determined on an individual basis by the Learning Support staff in consultation with the student, their parents and their teacher.

9. Life Skills

Assessment of students with disabilities who are unable to access the regular course outcomes may be provided an opportunity to undertake Life Skills courses. The decision to place a student on a RoSA Life Skills pathway, is a consultative process between the school, the student, the parents or caregivers and other significant personnel.

Assessment in Life Skills provides opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking life skills courses will be assessed by collecting evidence and reflecting on the student performance in relation to the outcomes identified for each individual child. These students are not required to attend school for subject exams during examination periods. Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. Students must demonstrate the identified learning outcomes that are aligned with their Individual Education Plan (IEP).

Minimum Standards

Students need reading, writing and numeracy for everyday life after school.

This is why students in NSW are being supported to meet a minimum standard of literacy and numeracy to receive the HSC.

To show they meet the HSC minimum standard, students need to achieve [Level 3 or 4](#) in short [online reading, writing and numeracy tests](#) of skills for everyday life.

Some students with disability studying Life Skills courses may be [exempt](#) from meeting the minimum standard to receive their HSC credential.

Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

Throughout the year, Year 10 students will sit the Minimum Standards test. If they are unsuccessful in their first attempt, they will have numerous opportunities throughout Year 11 and 12 to meet minimum standard in each area.

How to write a Bibliography

For a Book

Author's last name, first name. *Title of book*. Place of publication: Publisher, copyright year.

For example

Fogle, Bruce. *Training Your Dog*. New York: DK Publishing, 2001.

For an Internet Site

Author's last name, first name. *Title of item*. [Online] Available

<http://address/filename>, date of document or download.

For example

Ozdowski, Sev. ***Adolescent or geriatric? The future of the United Nations?*** [Online] Available

www.hreoc.gov.au/speeches/human_rights/sydney_peace.html, 2005

Accessed: November, 2006

For a Newspaper or Magazine Article

Article author's last name, first name. "Title or headline of article." *Name of magazine or newspaper*.

Date of magazine or newspaper, page(s).

For example

Metherill, Mark. "Schoolgirls to get cancer vaccine free." *Sydney Morning Herald*. November 30, 2006, p. 4

Your bibliography should be listed alphabetically by the first word of each reference

For example:

Fogle, Bruce. *Training Your Dog*. New York: DK Publishing, 2001.

Metherill, Mark. "Schoolgirls to get cancer vaccine free." *Sydney Morning Herald*. November 30, 2006, p. 4

Ozdowski, Sev. ***Adolescent or geriatric? The future of the United Nations?*** [Online] Available

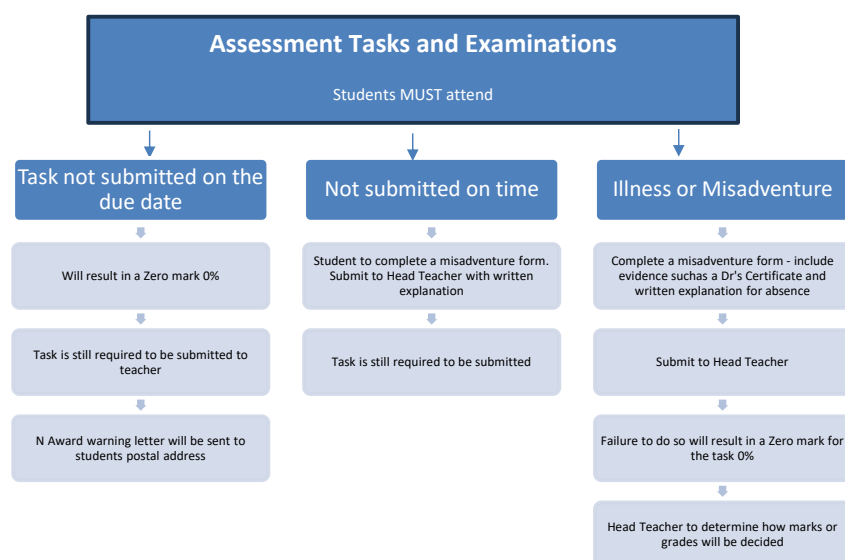
www.hreoc.gov.au/speeches/human_rights/sydney_peace.html, 2005

Accessed: November, 2006

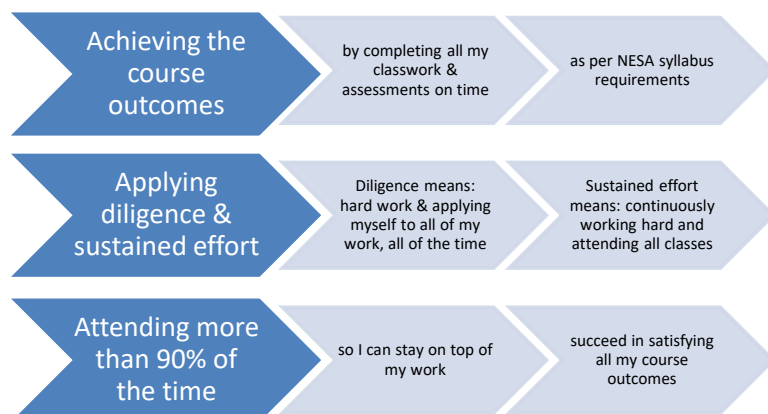
Steps to manage assessment tasks

- Be aware of due dates. Keep an up to date diary of all assessment activities and other commitments.
- Use a diary, phone or wall calendar or small whiteboard in a public space like your kitchen to note due dates if you want others in your household to help you remember deadlines.
- Start tasks early so that you can ask for help if you need it.
- Break tasks into a series of smaller steps and set deadlines for completing each step.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end.
- Frequently save and back up any work completed on a computer or use a cloud based platform to save work
- Keep all your earlier drafts and copies of your resources.
- Keep a copy of any work you submit for marking.
- Consult with teachers for any assistance in completing the task.
- Consult with the Learning Centre team for effective study tool templates.

What happens if...



I will ensure I am



Appendix 1: Extensions, Illness & Misadventure FAQs

What if I need an extension?

There may be occasions where you have a valid reason for requiring an extension. In order to apply for an extension, you must:

- Apply at least 24 hours prior to the due date.
- Complete an Application for Extension form available from The Learning Centre.
- The Head Teacher will process the form and decide. Appeals can be lodged with the Deputy Principal. [Assessment Task Request for Extension](#)

What if I am suspended at the time an assessment task is due?

- If you are suspended at the time an assessment task is due, you are still required to submit the task on the due date (electronic submission is advisable). If the task is an exam, an arrangement can be made with the Deputy Principal on a case by case scenario.

You can do this by:

- Hand the task in at Front Office or electronically submit the task. Do not hand it in to your teacher or the faculty.

Is it OK to be absent on the day a task is due if I still hand it in on the day?

It is **NOT** acceptable to miss classes on the day an assessment task is due in order to complete the assessment task. If you are absent, you must still complete the [Assessment Task Request for Extension](#) form – even if you come up to the school and submit the task. Tasks are due during the period you have the subject that day. It is unfair to other students if you miss classes in order to complete an assessment task. If you have a reason for not attending school, complete the relevant Appeal form and submit it to the teacher on the first occasion you return with the task for consideration.

What happens if I do not complete a task and do not have a valid reason?

You will receive a mark of zero and an N Award Warning letter will be sent home. The N Award Warning will have a new due date for the assessment. You must complete the task by this new due date.

What happens if I do not complete a number of assessment tasks?

If you do not complete more than 50% of your assessment tasks, you can be awarded an N Award Determination for that course and be at risk of not achieving your RoSA.

Do assessment tasks contribute towards my reports?

YES! School based assessments throughout the year are used, with exam and class assessment to allocate a mark that is recorded on your report as well as contributing to your RoSA grade.

How much warning should I be given about an upcoming task?

You may be given a minimum of two weeks' notification.

Appendix 2: What is Malpractice (cheating) in RoSA assessment?

Malpractice (or cheating) is dishonest behaviour by a student that gives them an unfair advantage.

Here are some examples of behaviour considered to be academic misconduct:

- Copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as your own.
- Using material directly from books, journals, or the internet without acknowledging the source.
- Submitting work that contains a large contribution from another person and this is not acknowledged.
- Paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.

The examples above are referred to as plagiarism and/or malpractice.

What is plagiarism?

Plagiarism (including the use of Artificial Intelligence AI), is when you pretend that you have written or created a piece of work and present it as your own. It is cheating, it is dishonest, and it could jeopardise your RoSA results. The following are common questions about plagiarism.

Q Is it plagiarism if I copy someone else's work exactly and claim it is my own work?

A *Definitely yes!*

Q Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

A Yes. You are using someone else's thoughts and words without acknowledgement.

Q Is it plagiarism if someone else looks at my written work and changes my final draft?

A *It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your own work.*

Q Is the use of Artificial Intelligence AI, considered cheating?

A *It is considered cheating if it is not specifically stated for use in the assessment task.*

Q Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

A *No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.*

Q Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

A *This is not plagiarism. You have taken steps to show you are presenting another person's words or ideas.*

Course summary and assessment

Sir Joseph Banks High School offers a comprehensive range of courses for students of all academic abilities.

Mandatory subjects

English
History
Mathematics
Personal Development, Health and Physical Education
Science

Elective subjects students may study

Commerce
Computing Technology
Drama
Food Technology
Industrial Technology Timber 1
Industrial Technology Timber 2
Music
Photographic and Digital Media
Physical Activity and Sports Studies
Visual Arts

English

Welcome to Year 10 English.

This year you will be studying a range of English texts and learning skills to help you prepare for senior studies. You will develop skills to enable you to experiment with ideas and expression and to reflect on your learning.

You will be studying poetry, novels and a Shakespearean text, and will analyse the contexts that influence these texts. You will also begin to explore different forms of writing and develop your skills in your own writing.

There will be several different kinds of assessment tasks, some of which will need you to use ICT skills and creativity.

As always, you can also get involved in debating or writing competitions as part of your English learning.

Topics covered

- Protest Poetry
- Novel study
- Close study of text – Shakespeare's Macbeth
- Experimenting with writing

English Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	8	Extended Response	Protest Poetry	25%
2	2	9	Half Yearly Exam	Novel Study and Short Answers	30%
3	4	2	Creative Response and Reflection	William Shakespeare's Macbeth	20%
4	4	5	In Class Test	Literacy Skills	25%

History

The study of History is an essential part of the Key Learning Area of Human Society and its Environment. History is a process of inquiry into questions of human affairs in their time and place. It explores the possibilities and limits of comparing past to present and present to past. It allows students to develop their critical powers and to grasp the superiority of thinking and evaluation over an impulsive and uninformed rush to judgement and decision.

Topics covered

- Topic 1: Slavery and Subjugation
- Topic 2: World War 1 and World War 2 (Core)
- Topic 3: Civil Rights and Freedoms 1945 to the present (Core)

History Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	2	1	Children's Book	Slavery and Subjugation	30%
2	2	9	Half Yearly Exam	WWI and WWII	20%
3	4	1	Historical Accounts	Civil Rights and Freedoms	25%

Mathematics

Mathematics has been one of the major driving forces in advancing human civilization on our planet. Most of today's technological achievements in areas such as medicine, space exploration, engineering, economics, astronomy and digital revolution owe a lot to the study of Mathematics. Key competencies are embedded in the *Mathematics Stage 5 Syllabus* to enhance student learning. They are incorporated into the objectives, outcomes and content of the syllabus and/or are developed through class room teaching. The key competencies are:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- using mathematical ideas and techniques
- solving problems
- using technology

Year 10 students will be explicitly taught the following topics: Working Mathematically, Financial Mathematics, Probability, Algebra, Geometry, Linear and Non-Linear Relationships, Statistics, Surface Area and Trigonometry. The strategic use of Information and Communication Technology (ICT) and literacy activities will also form an important part of the students' learning program.

The student's performance in Year 10 impacts on their subject selection in Year 11. Students completing the 5.3 pathway will be offered places in the Advanced and/or Extension classes. All other students undertaking Mathematics in Stage 6 will follow the Mathematics Standard pathway.

Mathematics Standard Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	8	In Class Task	Surface Area & Volume	25%
2	2	9	Half Yearly Exam	Trigonometry and Single Variable Data Analysis	30%
3	3	10	In Class Task	Algebraic Techniques and Equations	25%
4	4	5	In Class Test	Linear and Non-linear Relationships	20%

Mathematics Advanced Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	7	In Class Task	Surface Area & Volume	25%
2	2	9	Half Yearly Exam	Trigonometry and Single Variable Data Analysis	30%
3	3	8	In Class Test	Linear & Non-Linear Relationships	25%
4	4	5	In Class Test	Properties of Geometrical Figures	20%

Personal Development, Health and Physical Education

Personal Development, Health and Physical Education (PDHPE) is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. It involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which leads to enhanced movement potential and appreciation of movement in their lives.

The aim of PDHPE is to develop students' capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical education.

PDHPE Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	11	Ongoing Practical Assessment Peer Feedback Task	Safety First / Gymnastics	20%
2	1	9	Half Yearly Exam	Relationship Round Up	35%
3	3	6	Ongoing Practical Assessment Lifestyle Analysis	Lifelong Physical Activity Invasion Games	35%
4	4	Ongoing 5	Ongoing Practical Assessment Observation	Initiative Games	10%

Science

The Year 10 Science course consists of four separate modules which cover a broad cross section of topics which together make up the final stage of the general junior Science course.

This Stage 5 Science course requires the student to demonstrate skills in written and spoken language, assembling experimental equipment, recording data, interpreting experimental results, using computer technology, research, as well as recall and linking of knowledge and associated concepts.

Students study the following units of work:

- Unit 1 – Chemical World
- Unit 2 – Physical World
- Unit 3 – Living World
- Unit 4 - Astronomy

Science Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	9	SRP and Data Analysis Task	Chemical World	30%
2	2	9	Half Yearly Exam	Chemical / Physical World	30%
3	3	9	Research and Writing Task	Living World	25%
4	4	5	Data Analysis	All topics	15%

Commerce

The study of Commerce is about commercial relationships between people and institutions. These relationships involve production, distribution and exchange of goods and services to satisfy individual and community wants.

Commerce enables young people to develop the knowledge, understanding, skills, values and attitudes that form the foundation on which they can make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

Topics covered

- Law and Society
- Employment and Work Futures
- Travel
- Towards Independence

Commerce Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	10	Podcast	Law, Society and Political Involvement	35%
2	2	9	Exam	Employment Issues	30%
3	3	10	Itinerary	Travel	35%

Computing Technology

Studying Computing Technology 7–10 enables students to develop skills in the specific application of computing technologies and to develop digital solutions applicable to a range of industrial, commercial and recreational contexts.

When studying Computing Technology 7–10, students have opportunities to develop skills in analysing data, designing for user experience, connecting people and systems, developing websites and apps, building mechatronic systems, and creating simulations or games. Students use hardware and software to manage and secure data. They also investigate the social, ethical and legal responsibilities of using data as creators of digital solutions while considering privacy and cybersecurity principles.

Computing Technology Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	9	Class Project	Designing for User Experience	25%
2	2	9	Half Yearly Exam	Analysing Data	25%
3	3	8	Group Project	Creating Games and Simulations	25%
4	4	5	Individual Project	Developing Apps and Web Software	25%

Drama

In Drama students in Year 9 and 10 learn about themselves and others by creating character and situations. The course content includes improvisation and play building, scripted drama, other dramatic forms, performance techniques, technical aspects of theatre and the place of drama in society, present and past.

Course outcomes include the following and students are expected to:

- Communicate with increased skill and confidence
- Use voice effectively
- Use movement effectively
- Work co-operatively and creatively in groups
- Create situations and characters of their own imagining
- Use and experiment with the elements of drama
- Write critically about drama and theatre
- Realise scripted and non-scripted material in performance
- Reflect on and evaluate their creative work

For the Half Yearly and Final reports, students are assessed in the following areas:

- Participates in group and individual improvisations
- Understands and uses different styles of theatre in performance
- Understands the relationship between actor and audience
- Develops roles and characters

Drama Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	9	Performance	Playbuilding	20%
2	1	9	Half Yearly Exam	Issue Based Playbuilding	35%
3	3	9	Performance / Written	Acting / Theatre Styles	30%
4	4	5	Performance / Written	Monologues	15%

Food Technology

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislations in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety foods adds to life.

Food Product Development

Food product development is a continuous process and is driven by consumer demand and market trends. In this unit students identify recent food product developments and consider changing food habits and the link to wellbeing. Students examine case studies and document the process of food product development. Students are given a design brief and asked to develop a food product and marketing campaign which addresses the food and lifestyle needs of a particular group. Students will test their product in a market research setting and evaluate its viability.

Food trends – Designer Foods

Food is a major consideration in consumer spending and an important part of the Australian lifestyle. In this unit students examine current food trends and factors that influence the appeal and acceptability of a range of foods. Historical perspectives are examined by investigating the development of recipe and food lifestyle publications over the past 100 years. Students identify trends in dining, food presentation and service over this period producing timelines that identify significant developments. Contemporary food lifestyle programs are viewed and students are asked to collaboratively produce a video food segment or magazine that showcases current food styling and presentation trends.

Food For Special Occasions

Food is an important part of any celebration regardless of culture or religion. In this unit students examine a range of special occasions such as birthdays, anniversaries, St Valentine's Day, Easter and Christmas and prepare foods unique to specific celebrations. Food presentation and service is a focus of the unit and students learn how to present and garnish foods appropriate to a given setting. Students submit a proposal for a large scale catering event and collaboratively host a celebration for a major school event.

Food Technology Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1-4	Weekly	Ongoing Practical work	All Topics	40%
2	1	9	Assessment task: Development of a Line Extension	Food Product Development	20%
3	2	8	Food Styling and Photography	Food Trends	20%
4	4	2	Celebratory Cake and Report	Food for Special Occasions	20%

Industrial Technology Timber 1

(100 hour course)

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

Core modules develop knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module.

Practical projects undertaken should reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber technologies. These may include:

- Decorative timber products
- Furniture items
- Small bowls or turned items
- Storage and display units
- Storage and transportation products

Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

Industrial Technology Timber 1 Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	6	Bench Hook WHS Competency	Timber 1	15%
2	2	10	Picnic Table	Timber 1	25%
3	3	10	Turned Bowl and Turned Pen	Timber 1	20%
4	4	5	Dovetail box	Timber 1	40%

Industrial Technology Timber 2

(200 hour course)

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

Core modules develop knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module.

Practical projects undertaken should reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber technologies. These may include:

- Decorative timber products
- Furniture items
- Small bowls or turned items
- Storage and display units
- Storage and transportation products

Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

Industrial Technology Timber 2 Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	2	9	Retro Bedside Unit	Timber 2	40%
2	3	10	Turned Bowl and Turned Pen	Timber 1 / 2	20%
3	4	5	Major Project: Storage Unit	Timber 2	40%

Music

The Year 10 music course is designed to integrate listening, performance and composition activities. Students will be expected to participate actively in all of their classes and will be required to complete assessment tasks both during class time and at home.

During performance activities, students will need to select and focus on one of the following instruments: guitar (electric and/or acoustic); bass guitar; piano/keyboard; drums or vocals. If there is a different instrument that a student would like to pursue, then they must provide their own.

Students will be required to work in small groups and individually, which will mean that students need to be independent workers and have the highest self-discipline. Students are expected to work collaboratively with their peers, providing feedback and support towards their classmates. Students are also encouraged to practise and work in their own time in order to achieve the best results.

The music fees cover musical instruments and their maintenance, as well as student workbooks/worksheets and other musical equipment.

Music Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	9	Performance / Composition	Music and Technology	30%
2	2	9	Half Yearly Exam Aural / Listening	Rock Music	20%
3	3	9	Performance / Viva Voce	Theatre Music	30%
4	4	5	Research / Analysis	Australian Art Music	20%

Photographic and Digital Media

The Stage 5 Photographic and Digital Media course extends students' skills in the use of technology to create artworks. These technologies play a significant role in the curriculum by providing specialised learning opportunities to enable students to understand and explore the nature of photographic and digital media as an important field of artistic practice, conceptual knowledge and technological procedures. Much of students' knowledge of the world and their notions of cultural and self-identity come from the photographic and digital images that permeate the visual arts and design, television, film, video, internet, mass media and multimedia. New technologies have changed the possibilities of producing artworks and the role of the artist.

In artmaking, students will experience a range of digital and analogue processes, such as:

- The DSLR camera and Adobe Photoshop to create a portfolio of photographs that represent an idea
- 4 dimensional projects, such as stop motion animation and video, created individually or collaboratively
- Web design
- Adobe Illustrator and a portfolio of design images
- Black and white analogue photography, using both film and non-film processes.

Critical and historical studies is 60% of the course and incorporates the investigation of digital artists and their work, discussed and analysed through the frames and conceptual framework. These are the agencies through which students gain understanding of contemporary artistic practice as digital artists today, through artistic expression and mass media.

Students are assessed on a combination of practical and theory work, as well as their visual arts diary, including:

- Planning and developing ideas and artistic intentions
- Technical resolution of media and techniques
- Interpretations and investigations of artists and their work
- Applying creative concepts
- Organised work in their digital media diary.

Fees are attached to the course which covers the cost of all practical and theory material supplied, and the maintenance and replacement of digital equipment. Students do not need a book as all work is done online. However, books are welcome if students choose to use it as a diary.

Photographic and Digital Media Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	9	Artmaking	Practical Portfolio of Digital Images and Online diary	30%
2	2	9	Critical and Historical Studies	Half Yearly Exam	20%
3	3	4	Artmaking	Submission of 4-Dimensional Work Artist Investigation and analysis Through the Frames	15% 20%
4	4	9	Artmaking	Practical Portfolio of Images and Online Diary	15%

Physical Activity and Sports Studies

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyles. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non competitive games, individual and group physical fitness activities and the use of physical activity for therapy and remediation.

Physical Activity and Sports Studies promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others. Students will appreciate the traditions and special characteristics associated with various physical activities and also the artistic and aesthetic qualities of skilled performance and determined effort.

Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields.

Physical Activity and Sports Studies Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	Ongoing Observation 11	Event Organisation Ongoing Practical Assessment	Event Management	25%
2	2	Ongoing 4	Ongoing Practical Assessment Half Yearly exam	Issues in Physical Activity and Sport	35%
3	3	Ongoing 9	Ongoing Practical Assessment Training Plan	Body Systems and Energy for Physical Fitness	25%
4	4	Ongoing 4	Ongoing Practical Assessment Outdoor Expedition Planning	Outdoor Education	15%

Visual Arts

The Visual Arts syllabus provides various approaches to understanding how images and objects are identified, created, categorised, interpreted, valued, and made use of as works within the visual arts by individuals, societies and cultures. It is concerned with developing students' abilities to make and study images and objects which have a range of meanings and purposes.

Making is 60% of the course and involves learning to give form to images and objects to represent ideas, experiences and understanding the world through practical applications. Skills are developed through the use of a range of materials and techniques, including painting, drawing, sculpture, printmaking, and digital media. Critical and historical studies make up 40% of the course and develops understanding about the meaning of artworks in contemporary society and investigates the background throughout history of various artists and artworks in Australia and the wider world.

Topics and artmaking practice includes:

- Portfolio – drawing and painting techniques investigating artworks through the frames
- Ceramic Investigations – making functional and decorative objects using clay building techniques with a focus on artmaking practice
- Printmaking – creating a portfolio of artworks creating using printmaking techniques
- Self-guided project using individual choice of materials and techniques, students driven

Students are assessed on a combination of practical and theory work, as well as their visual arts diary, including:

- Planning and developing ideas and artistic intentions
- Technical resolution of media and techniques
- Interpretations and investigations of artists and their work
- Applying creative concepts
- Organised work in the visual arts diary.

Fees are attached to the course which covers the cost of all practical and theory material supplied. However, students are required to purchase a visual arts diary that is A4 with blank pages.

Visual Arts Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	9	Artmaking Critical and Historical Studies	Practical Portfolio of Artworks and Visual Arts Diary	20%
				Artist Investigations Through the Conceptual Framework	10%
2	2	8	Critical and Historical Studies	Half Yearly Exam	20%
3	3	4	Artmaking Critical and Historical Studies	Submission of Practical Work and Visual Arts Diary	20%
				Artist Investigation and Analysis Through the Frames	10%
4	4	9	Artmaking	Practical Portfolio of Artworks and visual Arts Diary	20%



SIR JOSEPH BANKS HIGH SCHOOL

Assessment Task Missed Due to Illness/Misadventure/Absence

Appeal Form

Student name:
Course name:
Class teacher:

Task details

Task number:	Title:
Weighting:	Due date:

Details of Illness / Misadventure / Absence

Date/s of absence: / / to / /
Reason for absence: _____ _____ _____
Evidence / Doctor's Certificate attached? Yes / No

Student signature: _____ Date: _____

Parent signature: _____ Date: _____

Teacher recommendation: Upheld / Declined Date: _____

Head Teacher decision: Upheld / Declined Date: _____

Reason:

Head Teacher name: _____

Head Teacher signature: _____ Date: _____

If request is refused, student has the right to appeal to their Deputy Principal



SIR JOSEPH BANKS HIGH SCHOOL

Assessment Task Request for Extension

Student name:
Course name:
Class teacher:

Task details

Task number:	Title:
Weighting:	Due date:

Reason for Request for Extension

Reason for request:
Evidence / Doctor's Certificate attached? Yes / No

Student signature: _____ Date: _____

Parent signature: _____ Date: _____

Reply to Request for Extension to HSC Task

Head Teacher recommendation:

Upheld ☐ Extension to: _____

Declined ☐ Reason for refusal: _____

Head Teacher name: _____

Head Teacher signature: _____ Date: _____

If request is refused, student has the right to appeal to their Deputy Principal



SIR JOSEPH BANKS HIGH SCHOOL

Quick Links – Forms

[Assessment Task Missed Due to Illness/Misadventure/Absence Appeal Form](#)



[Assessment Task Request for Special Considerations](#)



[Assessment Task Request for Extension](#)



