EMMANUEL ANGLICAN COLLEGE

Learning ~ Living ~ Leading

OUR VALUES

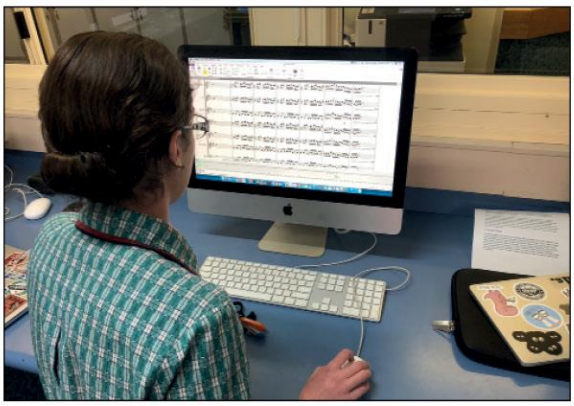
Christ-likeness
Integrity
Excellence
Commitment
Compassion

OUR MISSION

As a co-educational College founded in the Anglican tradition, we will:

Seek to grow each student to become a person of character who is inspired by excellence and adaptability, whose life is modelled on that of Jesus, and who, through courage, creativity, compassion, and citizenship strives to create a better world.

Year 9
Student Handbook 2021



Contents

Section 1: Record of School Achievement (RoSA) 3
1.1 Introduction 3
1.2 Eligibility Requirements 3
1.3 Course Requirements 3
1.4a Attendance Requirements - Absence during the Year 4
1.4b Attendance Requirements - Final Date for Attendance 4
1.5 Satisfactory Course Completion Requirements 4
1.6 Record of School Achievement Grades 5
1.7 Record of School Achievement Documentation 6
Section 2: Internal Assessment Policies and Procedures 7
2.1 Introduction 7
2.2 Specific Tasks Details and Timing 7
2.3 Awarding of Record of School Achievement Grades 7
2.4 Satisfactory Completion of a Course Assessment Program 7
2.5 Notification of Assessment Tasks 8
2.6 Submission of Assessment Tasks 8
2.7 Feedback on Completed Assessment Tasks 8
2.8 Non-Completion of Assessment Tasks 8
2.9 Special Consideration 9
2.9a Illness 9
2.9b Misadventure / Special Circumstances 9
2.10 Late Submission of Assessment Tasks 10
2.11 Unfair Advantage and Malpractice 10
2.12 Warnings to Students 11
2.13a Internal Student Appeals (Assessment Task Marks/Grades) 11
2.13b Student Appeals Regarding “N” Determinations 12
2.14 Assessment and Reporting of Externally Provided Courses 12
2.15 Reservation 12
Section 3: Assessment Calendar 13
Section 4: Special Consideration Forms 16

Section 1: Record of School Achievement (RoSA)

1.1 Introduction

In Years 7 to 10, students study a variety of courses to qualify for the Record of School Achievement. As well as taking the necessary combination of courses, they are also required to apply themselves satisfactorily to their studies.

For the Record of School Achievement, a student's knowledge and skills are assessed through a range of school-based assessment tasks that measure overall achievement in each course. Each student's achievement is reported using detailed and meaningful information on what he or she knows, understands and can do.

The Record of School Achievement is awarded to a student when a student completes their school-based education.

1.2 Eligibility Requirements

To be eligible for the Record of School Achievement for Stage 5, students are required to attend a government school or an accredited non-government school. This is usually for a period of four years between the ages of 11 and 16 years. Students must follow and complete the pattern of courses required by the NSW Education Standards Authority (NESA).

To complete a course of study for Stage 5, students must have a satisfactory record of application (effort).

1.3 Course Requirements

Over the four years leading up to the Record of School Achievement, students need to have studied the following courses:

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

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

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

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

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

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

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

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

1.4a Attendance Requirements - Absence during the Year

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

If absence is prolonged and work is not possible during the period, the Principal may judge that it is not feasible to make up the work during the year. Any extensive period of unapproved absence may result in non-completion of a course(s) and may impact on a student's eligibility for the Record of School Achievement.

1.4b Attendance Requirements - Final Date for Attendance

It is a requirement for the Record of School Achievement that students attend school until the final day of Year 10 as determined by the school system or Principal, unless an exemption has been granted by the Principal.

If a student leaves before the last day of Year 10 without an exemption or approval they may become ineligible for the Record of School Achievement. Unauthorised early departure from school in Year 10 may also jeopardise entry into Year 11 Preliminary and Year 12 HSC courses.

1.5 Satisfactory Course Completion Requirements

For the satisfactory completion of a course, it is a student's responsibility to:

a) follow the course developed or endorsed by NESA; and
b) apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
c) achieve some or all of the course outcomes.

Satisfactory completion of courses is judged, among other things, by a student's attendance and level of involvement in class, the assignments, homework, etc. completed and their level of achievement.

If the Principal determines that a student is in danger of not completing a course satisfactorily, the student will be warned in writing in time for them to correct the problem and satisfactorily complete the course.

If a student is deemed not to have completed a course, they will receive an 'N' determination. The course will be listed as 'Not Completed' on their Record of School Achievement and this may mean that they are not eligible to continue into the Year 11 Preliminary Course.

A student has the right to appeal against an 'N' determination. The appropriate form can be obtained from the Principal. Appeals against 'N' determinations should be lodged with the Principal, who will advise the student of the date by which their appeal must be submitted. If the student is dissatisfied with the result of the school review of their appeal, the student should advise the Principal that they wish the appeal to be referred to NESA.

1.6 Record of School Achievement Grades

The College is required to develop an Internal Assessment Program to measure student achievement in each course that they undertake. At the conclusion of the Internal Assessment Program the College is required to submit to NESA a Grade (A-E) indicating each student's performance in each course. This Grade will reflect student performance as compared to a set of Course Performance Descriptors develop by NESA. The Internal Assessment Program provides teachers with the evidence required to allocate Grades to students.

NESA has developed a set of General Performance Descriptors that describe five levels of achievement, A–E. The table below gives an indication of how these levels help to assess student performance.

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

In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3, E2).

1.7 Record of School Achievement Documentation

The Records of School Achievement will be awarded to a student when that student completes their education.

- A student's Record of School Achievement shows their name and school and states that they have met all NESA requirements.

- A student's Record of School Achievement is a cumulative record of all Stage 5 (Years 9 and 10) and Stage 6 (Year 11 and 12) courses completed. It shows grades and hours of study for all the courses they have studied for at least 200 hours in Stage 5. It also lists those courses the student has studied for 100 hours or more in Stage 5, provided that a 200-hour course has been recorded in a Key Learning Area (KLA) other than English, Mathematics or Science.

- Students will also receive a statement on their Record of School Achievement regarding satisfactory completion of the mandatory requirements. If the student has been deemed unsatisfactory in a course, the words 'Not Completed' will be printed beside the course on your Record of School Achievement.

- The Record of School Achievement will record Year 11 Preliminary and Year 12 HSC achievements.

Section 2: Internal Assessment Policies and Procedures

2.1 Introduction

This Section provides information relating to the formal assessment program associated with each course delivered at the College. Assessment arrangements and the construction of assessment tasks occur within a framework of NESA directives and directions contained in the course syllabus and College policy. While Syllabus directives govern the general nature, frequency and weighting of assessment tasks administered in each course, the precise form of each task is determined by College staff. The College supports NESA recommendations for assessment tasks per course, however the nature and number of tasks is ultimately the decision of the relevant Leader of Curriculum and the course teacher.

2.2 Specific Tasks Details and Timing

An Assessment Calendar is contained within this handbook, the calendar outlines the nature of the assessment tasks required to be completed by students throughout the year, as well as the week in which the assessment task is due or will be administered.

2.3 Awarding of Record of School Achievement Grades

NESA requires schools to submit a grade for each Year 10 student in each course in which the student is enrolled. This Grade will reflect student performance as compared to a set of **Course Performance Descriptors** developed by NESA. The Internal Assessment Program provides teachers with the criteria required to allocate grades to students.

2.4 Satisfactory Completion of a Course Assessment Program

In order to receive credit for a given course for the Record of School Achievement, a student is required to satisfactorily complete all facets of the Internal Assessment Program for that course. *Satisfactory completion* means that the student makes a serious attempt at each task and demonstrates achievement of at least some of the outcomes associated with each task. Failure to complete the assessment program for a course will result in the student receiving a 'Non Completion of a Course' Determination (N Determination). Courses which were not satisfactorily completed will not be printed on the student's Record of School Achievement.

This can result in a student not meeting the pattern of study requirements for the Record of School Achievement and thus being ineligible to continue into the Year 11 Preliminary Course.

2.5 Notification of Assessment Tasks

Students will receive formal notice of an Assessment Task a minimum of 20 school days prior to the due date. This notification will include the following;

- Task Number
- General nature of the task
- Date on which the task is to be administered or submitted
- Procedure for submission
- Outcomes targeted
- Additional task detail, as appropriate
- Marking criteria and scale, as appropriate

2.6 Submission of Assessment Tasks

Assessment tasks are to be submitted in accordance with the expectations outlined within the Assessment Notification handout. On submission of a task, students are responsible for ensuring that the Submission of Assessment Tasks section of their diary is signed by the teacher. Assessment tasks are to be submitted in accordance with the expectations outlined within the task.

2.7 Feedback on Completed Assessment Tasks

Once an assessment task is marked / graded, it will be returned to the student with meaningful written feedback in relation to the outcomes assessed. Tasks will be returned within a period of two school weeks.

2.8 Non-Completion of Assessment Tasks

Non-submission of a task can have serious implications on a student's completion of a course and therefore the attainment of the Record of School Achievement. Students who do not submit a task and have not been granted Special Consideration will receive a Non Completion of Course Determination (N) Warning Letter or in the case of an ongoing issue may receive notification of a Non Completion of Course Determination (N) (See Section 2.12 Warnings to Students)

2.9 Special Consideration

No allowance can be made for a student who is absent from a task or who does not submit a task on the due date at the specified time **unless Special Consideration has been applied for and granted.** A Request for "Special Consideration" can be made by completing the Special Consideration form and submitting it with the relevant supporting documentation for consideration by the Assessment Review Panel. The Assessment Review Panel consists of the Director of Teaching & Learning and the relevant Leader of Curriculum. The Request for Special Consideration must be submitted prior to the assessment task due date or, in case of student absence or misadventure, within **TWO DAYS** of the student's return to school. **Do not assume Special Consideration will automatically be granted**.

The Assessment Review Panel will consider the request, including relevant documentation, and the relevant Leader of Curriculum will advise the student and classroom teacher of the decision to either support or decline the request. In doing so they will also give advice on the follow up to their decision which may include;

- rescheduling of the task;
- sitting an alternative task;
- an extension of time;
- a penalty or reduced penalty;
- a notification that a N Warning Letter is to be issued;
- an estimate of performance or
- another action that is considered appropriate.

2.9a Illness

A student who is unable to attend school on the day of an Assessment Task may submit a Request for Special Consideration form supported by a Doctor's Certificate in Year 10, stating the doctor has seen the student and certifies that the student is unfit to attend school. Doctor's Certificates from a relative of the student will not be accepted. In Year 9, notification of a student's illness by a parent will be sufficient.

2.9b Misadventure / Special Circumstances

A student who is unable to attend or submit an Assessment Task on the due date for reasons other than illness may submit a Request for Special Consideration. If a Request for Special Consideration is granted no penalties will apply.

Note: Computer downtime, printer failure or other such technological difficulties will not represent grounds for Special Consideration. Students are encouraged to produce updated hard copy or back-ups each time they work on an Assessment Task.

2.10 Late Submission of Assessment Tasks

A student who submits an Assessment Task after the published submission time will incur a mark reduction penalty unless they request and are granted Special Consideration.

- If the task is submitted late but within 24 hours of the published submission time the penalty is 25% of total value of the task.
- If the task is submitted more than 24 hours late but less than 48 hours after the published submission time the penalty is 50% of total value of the task.
- If the task is submitted more than 48 hours late but less than 72 hours after the published submission time the penalty is 75% of total value of the task.
- If the task is submitted more than 72 hours after the published submission time then a mark of zero will be awarded.

Note: Weekends will count as two days for the purpose of penalties.

Note: It is possible that a late penalty (either 25%, 50% or 75%) may extinguish all of the marks achieved by the student for the task.

2.11 Unfair Advantage and Malpractice

Unfair advantage arises from any activity that a student undertakes that undermines the fair and equal nature of an assessment task and/or advantages or disadvantages one or more students undertaking the same task.

The most common way that an unfair advantage may arise is through malpractice. Malpractice occurs when work submitted by a student is not wholly his/her own. Examples of malpractice include:

- copying part or all of the work of another student;
- allowing another student to copy part or all of an Assessment Task;
- plagiarism i.e. copying part of a piece of work from another source without acknowledging the author/creator of that source;
- allowing another person to complete some or all of an Assessment Task; and
- misconduct in an examination including accessing unauthorised materials or equipment during an examination.

Unfair Advantage may take many forms and the Assessment Review Panel will review each situation on a case by case basis. Possible examples of gaining an Unfair Advantage include falsifying of documentation to gain Special Consideration and if students absent themselves from programmed classes and/or school activities such as carnivals etc to study, prepare for or complete an Assessment Task.

Students, teachers and examination supervisors who are concerned about an issue of Unfair Advantage or Malpractice are to report this to the relevant Leader of Curriculum. The issue will be referred to the Assessment Review Panel for investigation and consideration. When the Assessment Review Panel is satisfied that Unfair Advantage or Malpractice has occurred, sanctions will be imposed on the student(s) concerned, including a reduced or zero score for the relevant task.

2.12 Warnings to Students

If a student fails to submit a serious attempt of an Assessment Task or is at risk of not meeting the requirements for a course, the Subject Teacher will, in accordance with NESA requirements, notify the student and their parents. This is done in writing by posting a Non Completion of Course Determination (N) Warning Letter to the student's home address. It is essential that the student address the "Action Required" in this letter within the time designated.

Failure to address the "Action Required" by a Warning Letter will result in a second warning letter being issued. This letter will also contain an "Action Required" and a timeframe in which this action must be completed. Failing to address this requirement will make the student ineligible for the Principal's determination of Satisfactory Completion of that course, in which case the student would receive a Non Completion of Course Determination (N) determination for that particular course. A Non Completion of Course Determination will mean that the relevant course is not listed on the student's Record of School Achievement and this may make the student ineligible to continue into the Year 11 Preliminary Course.

2.13a Internal Student Appeals (Assessment Task Marks/Grades)

At times students will want to appeal the result awarded on an Assessment Task. Appeals by students need to be lodged in writing within one week of the return of the Assessment Task with the subject teacher or relevant Leader of Curriculum, who will refer it on to the Assessment Review Panel.

The review will focus on the documentation, procedures and process that underpin the validity of the Assessment Task. – e.g. Marking has taken place in accordance with the marking criteria; etc. The student will receive written feedback, from the Assessment Review Panel, in relation to the outcome of the appeal.

2.13b Student Appeals Regarding "N" Determinations

A student who wishes to appeal against the "N" determination awarded in any subject should submit a written appeal, together with evidence, to the Principal in accordance with NESA guidelines.

2.14 Assessment and Reporting of Externally Provided Courses

Students are able to access a broad range of courses offered by NESA Registered and Accredited Providers in order to broaden their Pattern of Study. This includes TVET Courses, Distance Education, Traineeships and university based courses.

Students can elect to enrol in up to four units of courses provided by an External Provider but must ensure that at all times more than 50% of their Pattern of Study consists of courses delivered by the College.

Students seeking learning and assessment materials or advice about course content and requirements must liaise directly with the teacher of the course and the External Provider delivering the course. This includes when a student may be undertaking a course externally that is currently offered by the College.

Students must note that the College has no involvement in the assessment policies, procedures and requirements relating to externally delivered courses. The College will support students with advice and administrative requirements of externally provided courses where appropriate.

Students are advised to ensure they understand the assessment policies, procedures and requirements relating to courses undertaken externally. This advice will be available from the External Provider. In particular, students are to note that each External Provider will have its own procedures relating to special consideration, illness and misadventure. A student seeking special consideration for a course component relating to an externally provided course, must deal directly with the External Provider. EAC has no role or jurisdiction in relation to the requirements of externally delivered courses.

Each External Provider will provide the student with formal reports detailing the student's achievement in the Course. The College does not report on student progress in externally delivered courses and does not provide awards for achievement in such courses. If reports and awards are delivered to the College, they will be passed onto the student.

2.15 Reservation

Emmanuel Anglican College reserves the right to amend the provisions in this document at any time. Appropriate notice will be provided of any such amendments.

Section 3: Assessment Calendar

Year 9 2021 Assessment Calendar

Subject	Task No.	Term	Week	Description	Type (In Class or Take Home)
English	1	1	8	Visual Representation and Reflection	In Class and Take Home
Religion and Philosophy	1	1	8	Moral Dilemma in Film	In Class and Take Home
Geography	1	1	9	Research Response	In Class and Take Home
Commerce	1	1	9	Teens Talk Money Group Task	In Class and Take Home
Japanese	1	1	9	Listening and Responding Test	In Class
Food Technology	1	1	10	Australian Foods Task	In Class and Take Home
Elective History	1	1	10	Design Project and Analysis	In Class
IST	1	1	10	Group Project	In Class and Take Home
Science	1	2	1	Student Research Project	In Class and Take Home
PDHPE	1	2	2	Resume and Cover Letter	In Class and Take Home
Mathematics	1	2	2	Semester One Examination	In Class
Design Technology	1	2	4	Project Folio	In Class and Take Home
Music	1	2	4	Performance and Listening	In Class
Visual Arts	1	2	5	Discursive Essay and VAPD	In Class and Take Home
Photography	1	2	5	Exhibition of Work	In Class and Take Home
iSTEM	1	2	5	Aerodynamics Project	In Class and Take Home
PASS	1	2	6	Class Test	In Class
English	2	2	8	Portfolio of Writing	In Class and Take Home
Elective History	2	2	8	Presentation	In Class
IST	2	2	10	GROK Challenge and Website Construction	In Class and Take Home
Religion and Philosophy	2	3	4	World Religions Website Task	In Class and Take Home
PASS	2	3	5	Magazine Task	In Class and Take Home
Visual Arts	2	3	6	Expressionist Painting and VAPD	In Class and Take Home

PDHPE	2	3	7	Choreography	In Class
Commerce	2	3	9	Examination	In Class
Geography	2	3	9	Examination	In Class
IST	3	3	9	Examination	In Class
Mathematics	2	3	9	Examination	In Class
English	3	3	9	Examination	In Class
Science	2	3	9	Examination	In Class
Elective History	3	4	1	Historical Inquiry	In Class and Take Home
Food Technology	2	4	1	Foods for Special Occasions Task	In Class and Take Home
Japanese	2	4	2	Reading and Responding Task	In Class
Music	2	4	3	Composition and Listening Task	In Class
Design Technology	2	4	4	Project Folio	In Class and Take Home
Photography	2	4	4	PPD with Artist Statement	In Class and Take Home
PDHPE	3	4	5	Class Test	In Class
Mathematics	3	4	5	Class Test	In Class
iSTEM	2	4	6	Mechatronics Project	In Class and Take Home
PASS	3	4	6	Extended Responses	In Class
Geography	3	4	6	Research Task	In Class and Take Home
Commerce	3	4	7	Travel Itinerary and Presentation	In Class and Take Home
Science	3	4	7	Peer Reviewed Research Task	In Class and Take Home

Section 4: Special Consideration Forms

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Special Consideration Request (Single Subject)

Instruction to Parents/Carers:

Illness/misadventure requests will be considered on the following grounds:

Illness or diagnosed medical condition: If your child was sick or injured you must include a medical certificate to cover the test / assessment date **and** the *Illness Supporting Documentation* form (Section B) completed by your medical practitioner.	**Misadventure:** An accident, incident or significant event affecting or preventing your child's performance in an assessment task. You must include documentary evidence wherever possible **and** the *Independent Evidence of Misadventure* form (Section C) completed by your professional authority.

Note: Computer downtime, printer failure or other such technological difficulties will not represent grounds for Special Consideration. Students are encouraged to produce updated hard copy or back-ups each time they work on an Assessment Task.

Return the completed Special Consideration Request and Illness/Misadventure form, with supporting documents, to the Director of Teaching & Learning by 3.00pm within five school days of the due date of the assessment task or within two school days upon returning to school (if more than 5 days).

Scanned to PDF and emailed to: lboyd@eac.nsw.edu.au
OR directly handed to: Lee Boyd
Director of Teaching & Learning

Complete Section A and take this application with you to the professional authority providing supporting documentation. If the professional authority provides supporting documentation, they must complete Section B for an illness or Section C for a misadventure.

SECTION A

Student Name:

Course: (tick one) 12 | 11 | 10 | 9 | 8 | 7

Course Name:

Year:

Task Missed:

% Value:

OR

Task Attempted:

% Value:

Date Due/Scheduled:

Teacher's Name:

Student statement outlining details of impact on performance and the adjustment requested:
(Describe how illness or unforeseen misadventure affected your performance or prevented your attendance and how would you like the assessment adjusted.)

Documentary Evidence Attached:

Yes ☐

No ☐

If yes, complete ***SECTION B - Illness Supporting Documentation*** or ***SECTION C - Independent Evidence of Misadventure***, in consultation with the professional authority providing documentation.
Take this form with you to the professional authority providing documentation.

1. Student's Signature: Date:

2. Parent's Signature: Date:

3. Class teacher's comment: (optional)

4. **This completed form is now to be handed to the Director of Teaching & Learning by 3.00pm within five school days of the due date of the assessment task or upon returning to school (if more than 5 days).**

Leader of Curriculum Determination:

- ☐ Task to be accepted without penalty
- ☐ Penalty to be applied
- ☐ Penalty to be applied (25% of task value per school day) Number of days late: _____
- ☐ Missed task to be completed on _____ (date)
- ☐ Alternative task to be completed on / by _____ (date)
- ☐ An estimate to be awarded
- ☐ A zero mark or a Not Completed Grade to be awarded
- ☐ Extension granted New Due Date: _____

Leader of Curriculum _____ _____
(signature) (date)

Director of Teaching & Learning _____ _____
(signature) (date)

5. **Student** acknowledgement of Leader of Curriculum determination _____ _____
(signature) (date)

6. **Parent** acknowledgement of Leader of Curriculum determination _____ _____
(signature) (date)

You will be informed of this decision within 5 school days of lodgement of this Special Consideration Request.

IF YOU ARE NOT SATISFIED WITH THE DETERMINATION, YOU MAY APPEAL IN WRITING TO THE LEADER OF CURRICULUM FOR THE COURSE WITHIN FIVE SCHOOL DAYS OF RECEIVING THE RESULT OF THIS APPLICATION.

Original filed in Teaching & Learning office ☐ Recorded in Register by Leader of Curriculum ☐ Parent/Student emailed with determination ☐

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Special Consideration Request (Multiple Subjects)

Instruction to Parents/Carers:

Illness/misadventure requests will be considered on the following grounds:

Illness or diagnosed medical condition: If your child was sick or injured you must include a medical certificate to cover the test / assessment date **and** the *Illness Supporting Documentation* form (Section B) completed by your medical practitioner.	**Misadventure:** An accident, incident or significant event affecting or preventing your child's performance in an assessment task. You must include documentary evidence wherever possible **and** the *Independent Evidence of Misadventure* form (Section C) completed by your professional authority.

Note: Computer downtime, printer failure or other such technological difficulties will not represent grounds for Special Consideration. Students are encouraged to produce updated hard copy or back-ups each time they work on an Assessment Task.

Return the completed Special Consideration Request and Illness/Misadventure form, with supporting documents, to the Director of Teaching & Learning by 3.00pm within five school days of the due date of the assessment task or within two school days upon returning to school (if more than 5 days).

Scanned to PDF and emailed to: lboyd@eac.nsw.edu.au
OR directly handed to: Lee Boyd
Director of Teaching & Learning

Complete Section A and take this application with you to the professional authority providing supporting documentation. If the professional authority provides supporting documentation, they must complete Section B for an illness or Section C for a misadventure.

SECTION A

Student Name:

Course: (tick one) 12 ☐ 11 ☐ 10 ☐ 9 ☐ 8 ☐ 7 ☐

					Office Use Only	
Date Due	**Task Missed**	**Subject**	**Teacher**	**Task Done Y/N**	**Determination** (see options 1-8 below)	**L of C Initial**

Student statement outlining details of impact on performance and the adjustment requested:
(Describe how illness or unforeseen misadventure affected your performance or prevented your attendance and how would you like the assessment adjusted.)

Documentary Evidence Attached:

Yes ☐

No ☐

If yes, complete ***SECTION B - Illness Supporting Documentation*** or ***SECTION C - Independent Evidence of Misadventure***, in consultation with the professional authority providing documentation.
Take this form with you to the professional authority providing documentation.

1. Student's Signature: Date:

2. Parent's Signature: Date:

3. **This completed form is now to be handed to the Director of Teaching & Learning by 3.00pm within five school days of the due date of the assessment task or upon returning to school (if more than 5 days).**

4. Leader of Curriculum comments / additional information: (optional)

Leader of Curriculum Determination:

- ☐ Tasks to be accepted without penalty
- ☐ Penalty to be applied
- ☐ Penalty to be applied (25% of task value per school day) Number of days late: _____
- ☐ Missed tasks to be completed on _____ (date)
- ☐ Alternative tasks to be completed on / by _____ (date)
- ☐ An estimate to be awarded
- ☐ A zero mark or a Not Completed Grade to be awarded
- ☐ Extension granted New Due Date: _____

Leader of Curriculum _____ _____
(signature) (date)

Director of Teaching & Learning _____ _____
(signature) (date)

5. **Student** acknowledgement of Leader of Curriculum determination _____ _____
(signature) (date)

6. **Parent** acknowledgement of Leader of Curriculum determination _____ _____
(signature) (date)

You will be informed of this decision within 5 school days of lodgement of this Special Consideration Request.

IF YOU ARE NOT SATISFIED WITH THE DETERMINATION, YOU MAY APPEAL IN WRITING TO THE LEADER OF CURRICULUM FOR THE COURSE WITHIN FIVE SCHOOL DAYS OF RECEIVING THE RESULT OF THIS APPLICATION.

Original filed in Teaching & Learning office ☐ Recorded in Register by Leader of Curriculum ☐ Parent/Student emailed with determination ☐

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Illness Supporting Documentation (Section B)

To be completed by a Professional Authority

TO THE PROFESSIONAL AUTHORITY PROVIDING DOCUMENTATION

Your help in providing information regarding this student's illness is appreciated. This information will assist Emmanuel Anglican College in the assessment of the student's Special Consideration Request.

A medical certificate must be attached to this form.

Student Name:

Date(s) on which the student was seen:

Nature of illness:
(Attach an additional statement if necessary)

Date(s) or period(s) of illness:
From:

To:

Please describe how the student's condition/symptom could impact their examination performance or their ability to complete the assessment on the set date. (If the student was unable to attend an examination, it is essential to provide full details in the space below or attach an additional statement.)

Assessment of severity of illness (Please tick scale as appropriate):

Mild ☐
Moderate ☐
Severe ☐

Your opinion of likely impact on the student's capacity to undertake the assessment (Please tick scale as appropriate):

Mild ☐
Moderate ☐
Severe ☐

Professional Authority

Name:

Stamp:

Profession:

Address:

Contact Phone Number:

Signature:

Date:

EMMANUEL ANGLICAN COLLEGE

Learning ~ Living ~ Leading

Independent Evidence of Misadventure (Section C)

To be completed by a relevant person such as a police officer. Supporting documentary evidence should be attached.

TO THE PROFESSIONAL AUTHORITY PROVIDING DOCUMENTATION

Your help in providing information regarding this student's misadventure is appreciated. This information will assist Emmanuel Anglican College in the assessment of the student's Special Consideration Request.

Student Name:

Date of Misadventure Event:

Were you a witness to the event?:

Yes ☐

No ☐

If no, how did you obtain the evidence you are providing?

Are you known to the student?:

Yes ☐

No ☐

If yes, describe the nature of the relationship.

Description of the Misadventure Event:

Please describe how the student's misadventure could impact their examination performance or their ability to complete the assessment on the set date. (If the student was unable to attend an examination, it is essential to provide full details in the space below or attach an additional statement).

Professional Authority

Name:

Stamp:

Profession:

Address:

Contact Phone Number:

Signature:

Date: