



Year 7-9 2022

School Assessment Procedures and Schedules

Striving for Excellence in a School that Cares

Year 7-9 Internal Assessment

The final assessment mark for each course represents the achievement level reached at the end of the year. The assessment mark will be based on achievements measured at points throughout the subject by scheduled assessment tasks as detailed in the Assessment Schedule.

Teachers will assess actual performance not potential performance. Assessment marks will not be modified to consider possible effects of illness or domestic situations. Schools may offer substitute tasks or, in exceptional circumstances, estimated marks based on other tasks. Attendance and application are not to be considered in either the final assessment mark or in any individual assessment task.

Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. Tasks may include tests, written assessments, practical activities, field work and projects.

Assessment Rules and Procedures

Assessment tasks are scheduled to be completed and submitted to teachers for marking on or before dates specified in the Assessment Schedule.

A minimum of two weeks formal notification will be given for each assessment task.

For each task students will be informed of:

- unit or program to be assessed
- task number
- the weighting allocated to the task e.g. 15%
- task type and if it is to be completed in class, at home, or a combination of in class and at home
- date given
- due date
- method of submission

It is the student's responsibility to prepare their own calendar of assessment tasks for their pattern of study. Students must be familiar with all assessment requirements and deadlines.

It is expected that all computer-generated work should be saved in more than one location.

Assessment tasks must be submitted on paper (handwritten or printed) except where otherwise notified. A teacher may request the student to submit a task by email or Google Classroom.

In every faculty a register is maintained to indicate the date that each student receives formal notification of tasks. If a student is absent it is their responsibility to acquaint themselves with the details of any task notifications.

Students should note that a published assessment schedule date may have to be changed due to unforeseen circumstances. The Principal reserves the right to alter the MHS Assessment Rules and Procedures should **exceptional** circumstances present themselves. In such cases advice from NESA will guide variations.

Students are provided with formal feedback for each assessment. This may involve exemplar scripts, marking grids, verbal discussion and written advice.

Completion and Submission of Assessment Tasks

MHS requires that all subjects have an Assessment Schedule and that students attempt all assessment tasks in the Assessment Schedule.

Attendance, on the day the assessment task is either to be performed or submitted, is essential. Students who are unable to attend school to submit the assessment task **may** be eligible to apply for consideration on the basis of Illness/Misadventure (***Illness/Misadventure Application***).

If a student is unable to complete any assessment task by the due date, the student should hand it in unfinished and receive marks according to the quality of the work done.

A student **must** sign the 'Acknowledgement of Assessment' form. In completing and signing the form the student declares that the task submitted is their own work and has not been previously submitted in any other subjects.

For oral or performance assessment tasks, any written component must be submitted on the date due to the class teacher. Due to time constraints of oral or performance tasks it may be necessary for the task to be timetabled over several days, however, the theory/written components **must** be submitted on the due date.

All tasks are due for submission **BEFORE 9am on the due date**, unless they are to be completed as a discrete task in a scheduled lesson on the prescribed day.

Attendance in relation to the satisfactory completion of a subject

At MHS, attendance is considered when determining whether a student has applied themselves with 'diligence and sustained effort'.

Students should not plan absences during any school term unless there are exceptional circumstances (e.g. medical operation).

The taking of holidays is not considered to be exceptional circumstances. Any requests for special consideration should be discussed with the Principal well before the date in question.

Granting of Leave

Granting of leave is a matter for the school Principal to determine.

The Principal has discretion in granting leave provided that they are satisfied that the reason for the absence is substantial and that the progress of the student towards subject outcomes will not be unduly affected. Where the leave requested is for an extended period, the student must demonstrate to the Principal that outcomes in each subject will be achieved.

School Sanctioned Activities

Students must make prior arrangements with their class teacher or Head Teacher if attendance or assessment task requirements will be disrupted by school sanctioned activities eg: knockout sport competition. They must do this as soon as it becomes evident.

Extensions

If a student is aware beforehand that they will have difficulty submitting a task by the due date, they may apply for an extension of time for submission of the task. The application must be submitted to the faculty Head Teacher at least 5 school days BEFORE the assessment due date. (**Illness/Misadventure Application**).

Applications for extensions should be avoided as it often means that there is less time available for the preparation of the next task. Planning ahead will usually mean that an application for extension is not necessary.

Illness/Misadventure

If a student is ill on the day an assessment task is due, or is unable to attend school through circumstances beyond their control, the student should attempt to have it delivered to the school. If circumstances arise unexpectedly and the task is unable to be submitted, the student may be eligible to apply for consideration of the assessment task being submitted late (**Illness/Misadventure Application**).

Students should discuss their grounds for consideration with the Classroom Teacher or Head Teacher of the faculty.

An Illness/Misadventure Application must be made to the faculty Head Teacher within five (5) days following the specified due date for the task or by the first day of return to school after the illness or misadventure. If an application is not lodged under these conditions then the awarded mark will stand.

****Non-completion and/or submission of the application will result in a mark of zero for the task.**

A copy of the Illness/Misadventure Application form is available from the Classroom Teacher, or faculty Head Teacher.

- There is no ground for appeal against the value of the mark awarded.
- Students should not plan absences during any school term unless there are exceptional circumstances (e.g. medical operation).

Technological Malfunction

Computer failure, lost drive or any relation **will NOT be accepted** as a reason for failing to submit an assessment task.

It is expected that all computer-generated work should be saved in more than one location. Besides backup to a separate device, students can save their work to OneDrive and attach a document to an email if they have an internet connection.

Where the malfunction of computers or printers prevents the production of a final copy, evidence of completion of the task must be shown to the teacher on the due date.

It is recommended that students do NOT leave printing of an assessment task until the day the task is due.

Students are reminded that the technology resources of the school can be utilised if necessary.

Policy for Non-completion of Assessment Tasks

Students must make a genuine attempt at assessment tasks. If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one.

If a student: does not hand in any evidence of work by the due date or is absent from an assessment task, **they will automatically be awarded zero.**

The student may complete an Illness/Misadventure application and hand to the faculty Head Teacher within 5 days school days following the specified due date for the task or by the first day of return to school after an absence which encompasses the due date.

Student is present but does not attempt or submit a task

If the student is present at school but does not attempt or submit a task, an Illness/Misadventure Application must be submitted on the day of the task or within 5 days. The student will lose 10% (of what would have been the award mark) for every school day that the task is late for one week only after the due date. Students are expected to complete all set tasks even if this means that the task will be late.

Awarding Zero Marks

Zero marks will be considered:

- When a student completes or submits the task later than the specified date and does not complete an Illness/Misadventure application. A letter from the classroom teacher will be sent home to parents/carers.
- When a student fails to complete or submit the task and does not submit an Illness/Misadventure Application. A letter from the classroom teacher will be sent home to parents/carers.

Malpractice in Assessment Tasks

Malpractice represents a significant breach of the ethical requirements. Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others.

In addition to receiving a zero-award mark, all incidents of malpractice are recorded.

Ethical Principles of Scholarship

At MHS all students are expected to present their own work. Much of your work is research based. It is expected you will follow ethical principles of scholarship.

Ethical scholarship means learning that is characterised by honesty and integrity and clearly defines:

- The work and ideas of the author/creator of the material
- The work and ideas of others
- Sources from which work is drawn

Being an ethical scholar means three things.

- Being honest and ethical
- Listing all your sources
- Using all your own work

Rights and Responsibilities of students

In ensuring the intellectual integrity of your work you have the right to expect:

- Respect from your peers and teachers
- Clear information about what is required in your assessment task and assignments
- Guidance about how to improve your work

You have a responsibility to

- understand what is required of you
- fulfil school requirements for study
- be fair and honest in all your work
- respect the rights and integrity of your peers and teachers, and
- make sure your work is your own

Malpractice and cheating

This is about doing the wrong thing by behaving dishonestly. Examples of malpractice and cheating are:

- copying in an examination from another student or using information secretly brought into the examination
- handing in someone else's work and saying it is your own
- making up journal entries for a project, and
- using information from the internet or elsewhere and not acknowledging the source.

Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. Common Forms of Plagiarism

- Downloading an assignment from an online source and submitting it as your own work.
- Buying, stealing or borrowing an assignment and submitting it as your own work.
- Copying a section of a book or an article and submitting it as your own work.
- Quoting from a source 'word for word', without using quotation marks is plagiarism.
- Copying, cutting and pasting text from an electronic source and submitting it as your own work.
- Using the words of someone else and presenting them as your own.
- Using significant ideas from someone else and presenting them as your own.
- Putting someone else's ideas into your own words and not acknowledging the source of the ideas is plagiarism.
- Copying the written expressions of someone else without proper acknowledgement.
- Lifting sentences or paragraphs from someone else, even with proper acknowledgement, gives the impression that the idea or information comes from the source cited, but that the phrasing, the choice of words to express it, is your own contribution.
- Relying too much on other people's material.

Avoid repeated use of long quotations. Too many direct quotations (even with quotation marks and with proper acknowledgement) result in your sources speaking for you, meaning your own contribution is minimal. Use your own words more and rely less on quotations.

Plagiarism and the Internet

The Internet can be a great source of information and an effective research tool. However, just because electronic information is easily available does not mean it is 'free'.

Remember that the information you find online should be referenced, just like any other source. Online sources should be used with care, fully acknowledged, and evaluated in the same way you would any print-based source of information.

There are an increasing number of websites that feature school assignments that students can

access and download.

Downloading an assignment from one of these sites and submitting it as your own is plagiarism and carries heavy penalties. If you are tempted to do this, please remember that teachers are experts in the words and ideas of their discipline and are thoroughly familiar with the latest research - this is why they are teaching! They are also aware of these 'cheat' sites and have developed strategies to identify internet plagiarists.

Validity of Information

It is important to recognise that much information on the internet has little validity and may represent a particular view or bias.

Copyright

Copyright protects creative work from being used without the copyright owner's agreement. Under educational statutory licence students can:

- Copy parts of a book or journal for study or research reasons without seeking copyright permission
- Books – up to 10% of the book or one chapter
- Anthologies – One whole item/ up to 15 pages
- Journal – One article

Working with others

You will be asked in many subjects to work with others or work on group projects or you may seek assistance from various people. It is important to make sure you do not accept inappropriate help when completing your work. For example, having someone else do your task for you.

COURSE ASSESSMENT SCHEDULES



YEAR 8 ASSESSMENT SCHEDULE 2022

FACULTY: TAS

SUBJECT: Animal Farm (ELECTIVE)

SEMESTER		Semester 1		Semester 2	
TYPE OF TASK		Cumulative Practical	Portfolio	Cumulative Practical	Portfolio
SUBMISSION DATE		Term 2, Week 5	Term 2, Week 5	Term 4, Week 5	Term 4, Week 5
COMPONENTS	WEIGHTING	Outcomes assessed AG4-1, AG4-2, AG4-4, AG4-5	Outcomes assessed AG4-10, AG4-13, AG4-14	Outcomes assessed AG4-1, AG4-2, AG4-4, AG4-5	Outcomes assessed AG4-10, AG4-13, AG4-14
knowledge and understanding	25%	25%		25%	
knowledge of and skills	25%	25%		25%	
Understanding of sustainable and ethical practices	25%		25%		25%
Skills in problem-solving and collaborative and safe work practices	25%		25%		25%
TOTAL	100%	50%	50%	50%	50%



YEAR 8 ASSESSMENT SCHEDULE 2022

FACULTY: ENGLISH

SUBJECT: ENGLISH

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Conceptual Study	Responding to Literature	Genre Study	Thematic Study
TYPE OF TASK		Writing – Persuasive or Imaginative Response	Half Yearly Examination – Reading/Viewing Writing Class Work Collection	Spoken Text – Formal Speech (Review)	Yearly Examination – Reading/Viewing Writing Class Work Collection
SUBMISSION DATE		Term 1, Week 7	Term 2, Week 5	Term 3, Week 6	Term 4, Week 6
COMPONENTS	WEIGHTING	Outcomes assessed EN4-1A, EN4-3B, EN4-4B	Outcomes assessed EN4-1A, EN4-2A, EN4-3B, EN4-4B, EN4-5C, EN4-6C, EN4-7D, EN4-8D, EN4-9E	Outcomes assessed EN4 -1A, EN4 – 2A, EN4-5C, EN4-7D, EN4-8D	Outcomes assessed EN4-1A, EN4-2A, EN4-3B, EN4-4B, EN4-5C, EN4-6C, EN4-7D, EN4-8D, EN4-9E
Knowledge and understanding of course content	50%	5	20	5	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	5	20	5	20
TOTAL	100%	10%	40%	10%	40%



YEAR 8 ASSESSMENT SCHEDULE 2022

FACULTY: HSIE

SUBJECTS: GEOGRAPHY and HISTORY

TASK NUMBER		History TASK 1	History TASK 2	Geography TASK 1	Geography TASK 2
MODULES		Medieval Europe	Spain and the Aztecs	Water in the World	Interconnections
TYPE OF TASK		Research Task	Historical Source Analysis Test	Fieldwork Task	Geographical Skills Test
SUBMISSION DATE		Term 1, Week 8	Term 2, Week 3	Term 3, Week 6	Term 4, Week 3
COMPONENTS	WEIGHTING	Outcomes assessed HT4-6, HT4-9 and HT4-10	Outcomes assessed HT4-1, HT4-2 and HT4-5	Outcomes assessed GE4-1, GE4-2 and GE4-8	Outcomes assessed GE4-7, GE4-8
Knowledge and understanding of geographic content	25%			15	10
Geographic tools and skills	25%	5		10	15
Knowledge and understanding of History	25%	15	10		
Skills in undertaking historical inquiry and in communicating historical understanding	25%	10	15		
TOTAL	100%	25%	25%	25%	25%



YEAR 8 ASSESSMENT SCHEDULE 2022

FACULTY: Mathematics

SUBJECT: Mathematics

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	TASK 7
MODULES		Rates & Ratios	Algebraic Techniques		Indices	Volume	Equations	
TYPE OF TASK		Topic Test	Topic Test	Half Yearly Exam	Topic Test	Topic Test	Topic Test	Yearly Exam
SUBMISSION DATE		Term 1, Week 4	Term 1, Week 8	Term 2, Week 5	Term 2, Week 9	Term 3, Week 3	Term 3, Week 10	Term 4, Week 6
COMPONENTS	WEIGHTING	Outcomes assessed MA4-7NA	Outcomes assessed MA4-8NA	Outcomes assessed MA4-7NA MA4-8NA MA4-19SP MA4-20SP	Outcomes assessed MA4-9NA	Outcomes assessed MA4-14MG	Outcomes assessed MA4-10NA	Outcomes assessed plus MA4-6NA MA4-16MG
Understanding, Fluency and Communication	50%	5	5	10	5	5	5	15
Problem Solving, Reasoning and Justification	50%	5	5	10	5	5	5	15
TOTAL	100%	10%	10%	20%	10%	10%	10%	30%



YEAR 8 ASSESSMENT SCHEDULE 2022

FACULTY: CAPA

SUBJECT: MUSIC

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Pop Music Part 1	Tone Colour	Pop Music Part 2
TYPE OF TASK		Ensemble Performance	Listening Examination	Character Composition
SUBMISSION DATE		Term 1 or 3, Week 5	Term 1 or 3, Week 9	Term 2 or 4, Week 4
COMPONENTS	WEIGHTING	Outcomes assessed 4.1, 4.2, 4.3	Outcomes assessed 4.7, 4.8, 4.9, 4.10	Outcomes assessed 4.4, 4.5, 4.6
Performance	33	33		
Composition	33			33
Listening	34		34	
TOTAL	100%	33%	34%	33%



YEAR 8 ASSESSMENT SCHEDULE 2022

FACULTY: PDHPE

SUBJECT: PDHPE (ELECTIVE)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Event Organisation Group Task	Fitness Testing Analysis Task	Improving Mental Health Research Task	Coaching Presentation Task
TYPE OF TASK		Event Management	Fitness Testing	Mental Health and International Games	Coaching
SUBMISSION DATE		Term 1, Week 7	Term 2, Week 7	Term 3, Week 6	Term 4, Week 6
COMPONENTS	WEIGHTING				
Knowledge and understanding	50%	15	10	15	10
Skills	50%	10	15	10	15
TOTAL	100%	25%	25%	25%	25%



YEAR 8 ASSESSMENT SCHEDULE 2022

FACULTY: PDHPE

SUBJECT: PDHPE

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Healthy Eating	Invasion games	Fitness testing	Risky Situations
TYPE OF TASK		Health Canteen Task	Practical Task	Fitness testing and analysis	In class test
SUBMISSION DATE		Term 1, Week 7	Term 2, Week 5	Term 3, Week 6	Term 4, Week 6
COMPONENTS	WEIGHTING	Outcomes assessed PD4-6, PD4-7	Outcomes assessed PD4-5, PD4-11	Outcomes assessed PD4-8, PD4-11	Outcomes assessed PD4-1, PD4-9
Knowledge and understanding	50%	15	5	10	20
Skills	50%	10	20	15	5
TOTAL	100%	25%	25%	25%	25%



YEAR 8 ASSESSMENT SCHEDULE 2022

FACULTY: CAPA

SUBJECT: Rock Band (ELECTIVE)

TASK NUMBER		TASK 1	TASK 2
MODULES		Rock Music and Ensemble Skills	Main Project Development
TYPE OF TASK		Performance	Major Project
SUBMISSION DATE		Term 2, Week 8	Term 4, Week 5
COMPONENTS	WEIGHTING	Outcomes assessed 4.1, 4.3	Outcomes assessed 4.1, 4.3, 4.4, 4.5, 4.6, 4.7
Performance	65%	30	35
Composition	35%		35
TOTAL	100%	30%	70%



YEAR 8 ASSESSMENT SCHEDULE 2022

FACULTY: SCIENCE

SUBJECT: Science

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Chemical reaction	Chemical reactions and forces	Geology	Chemical reactions, forces, geology and skills
TYPE OF TASK		Practical	Half yearly exam	Modelling	Yearly exam
SUBMISSION DATE		Term 1, Week 8	Term 2, Week 5	Term 3, Week 9	Term 4, Week 6
COMPONENTS	WEIGHTING	Outcomes assessed 16CW, 4WS, 5WS, 6WS, 8WS, 9WS	Outcomes assessed 17CW, 10PW, 4WS, 5WS, 7WS, 9WS	Outcomes assessed 1VA, 2VA, 3VA, 12ES, 13ES, 4WS, 5WS, 9WS	Outcomes assessed 10PW, 11PW, 13ES, 14LW, 15LW, 16CW, 17CW, 7WS, 9WS
Knowledge and Understanding	50%	5	15	10	20
Skills	50%	20	10	15	5
TOTAL	100%	25%	25%	25%	25%



YEAR 8 ASSESSMENT SCHEDULE 2022

FACULTY: TAS
SUBJECT: TECHNOLOGY MANDATORY

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Digital Technologies	Ag/Food Engineered Systems Material Technologies (As per Rotation)	Ag/Food Engineered Systems Material Technologies (As per Rotation)
TYPE OF TASK		Research Task	Practical Project & Folio 1	Practical Project & Folio 2
SUBMISSION DATE		Term 1, Week 8	Term 2, Week 6	Term 4, Week 6
COMPONENTS	WEIGHTING	Outcomes assessed TE4-10TS	Outcomes assessed TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS <i>Depends on subject studied</i>	Outcomes assessed TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS <i>Depends on subject studied</i>
Knowledge, understanding and skills	20%	10	5	5
Values and attitudes	20%	10	5	5
Practical Applications	60%		30	30
TOTAL	100%	20%	40%	40%



YEAR 8 ASSESSMENT SCHEDULE 2022

FACULTY: TAS

SUBJECT: Textiles (ELECTIVE)

TASK NUMBER		TASK 1	TASK 2
MODULES		Sweet Dreams	Sweet Dreams
TYPE OF TASK		Portfolio	Practical
SUBMISSION DATE		Term 1, Week 5 Term 3, Week 5	Term 2, Week 8 Term 4, Week 8
COMPONENTS	WEIGHTING	Outcomes assessed TEX4-4, TEX4-8	Outcomes assessed TEX4-5, TEX4-9, TEX4-10, TEX4-11
Knowledge and understanding	30%	30	0
Values and attitudes	20%	20	0
Practical Application	50%	0	50
TOTAL	100%	50%	50%



YEAR 8 ASSESSMENT SCHEDULE 2022

FACULTY: TAS

SUBJECT: Textiles (Elective)

TASK NUMBER		TASK 1	TASK 2
MODULES		Sweet Dreams	Sweet Dreams
TYPE OF TASK		Portfolio	Practical
SUBMISSION DATE		Term 1, Week 5 Term 3, Week 5	Term 2, Week 8 Term 4, Week 8
COMPONENTS	WEIGHTING	Outcomes assessed TEX4-4, TEX4-8	Outcomes assessed TEX4-5, TEX4-9, TEX4-10, TEX4-11
Knowledge and understanding	30%	30	0
Values and attitudes	20%	20	0
Practical Application	50%	0	50
TOTAL	100%	50%	50%



YEAR 8 ASSESSMENT SCHEDULE 2022

FACULTY: CAPA

SUBJECT: Visual Arts (ELECTIVE)

TASK NUMBER		TASK 1	TASK 2
MODULES		Understanding Art	Understanding Art
TYPE OF TASK		VAPD	Final Artwork
SUBMISSION DATE		Term 1, Week 5 Term 3, Week 5	Term 3, Week 5 Term 4, Week 5
COMPONENTS	WEIGHTING	Outcomes assessed 4.1,4.2,4.3,4.4,4.6	Outcomes assessed 4.1,4.2,4.3,4.4,4.5,4.6
VAPD	30%	30	
Artmaking	70%		70
TOTAL	100%	30%	70%



YEAR 8 ASSESSMENT SCHEDULE 2022

FACULTY: CAPA

SUBJECT: VISUAL ARTS

TASK NUMBER		TASK 1	TASK 2
MODULES		Pop Art	Pop Art
TYPE OF TASK		Mini Case Study	VAPD & Final Artwork
SUBMISSION DATE		Term 1, Week 9 Term 3, Week 9	Term 3, Week 2 Term 4, Week 5
COMPONENTS	WEIGHTING	Outcomes assessed 4.7,4.9,4.10	Outcomes assessed 4.1,4.2,4.3,4.4,4.6
Critical and Historical Studies	30%	30	
Artmaking & VAPD	70%		70
TOTAL	100%	30%	70%

Appendices

1. Illness/Misadventure Application



Year 7-9 ILLNESS/MISADVENTURE APPLICATION

This form is to be completed by a student when they have NOT submitted or completed an assessment task on time due to an illness, accident or misadventure.

Name: _____

Year: ☐ 7 ☐ 8 ☐ 9

Subject: _____

Class: _____

Teacher: _____

Assessment Task: _____

Due Date: _____

Date submitted: _____

I, _____ hereby apply for consideration due to an illness/misadventure.

Why are you submitting this form? Indicate one of the following:

- ☐ I was genuinely absent on the day of my assessment task
- ☐ I know in advance that I will be absent on the due date for my assessment task
- ☐ I will be/was involved in a school-based commitment which meant I will be/was genuinely absent on the day of my assessment task
- ☐ I have had an extended absence
- ☐ I did not submit my task on the due date and I have no reason for why it was not submitted on time

Please outline details relating to absence:

What am I requesting? Indicate one of the following: (request will be circled if approved)

<input type="radio"/> I am requesting an alternate date to complete task	Teacher Decision: Approved / Not Approved - Notes:
<input type="radio"/> I am requesting NO PENALTY due to late submission because of the reason above and my parent/carers are aware	Teacher Decision: Approved / Not Approved - Notes:
<input type="radio"/> I am requesting an extension	Teacher Decision: Approved / Not Approved - Notes:
<input type="radio"/> I am aware that I will lose 10% of my mark for each day my task has been late	Teacher Decision: Approved / Not Approved - Notes:

Student signature: _____

Date: _____

Parent/Carer signature: _____

Date: _____

Submit this document to your classroom teacher