



Assessment & Academic Integrity Policy

Years 11 & 12



Respect

Learning

Community

Creativity

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1.0 INTRODUCTION

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts.

Assessment plays an integral role in improving learning and informing teaching. Its fundamental purpose is to establish where learners are in an aspect of their learning at the time of assessment.

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/7-the-assessment-system>

This policy applies to all students currently enrolled at Ferny Grove State High School. The aim of this policy is to ensure fairness and equity are maintained across the school, therefore supporting students to achieve to the best of their ability.

To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each Unit in Access classes. Relevant processes will be revisited:

- during SET planning;
- when the assessment schedule is published;
- when assessments are distributed to students;
- in the newsletter and by email in response to phases of the assessment cycle.

2.0 RESPONSIBILITIES

2.1 School

- Faculties are to publish all assessment dates by Friday Week 2 of each semester in an assessment schedule available through OneSchool;
- Provide students with assessment instruments in sufficient time to enable them to produce quality work;
- Notify students of checkpoints, draft and final due dates – task sheets are to facilitate this;
- Provide feedback to students on draft and the final assessment task in a timely manner;
- Enact procedures that ensure consistency of standards are maintained in the marking of assessment tasks (i.e. cross marking, moderation, calibration);
- Ensure that students are fully aware of the criteria for each task and that the necessary skills required to complete the task have been covered in class teaching (i.e. Assessment is aligned to outcomes and pedagogy).

2.2 Student

- Record assessment due dates in semester planners included in their Study Planner;
- Access their student course planner in OneSchool;
- Ensure all assessment tasks submitted are the original work of the student;
- Use the school reference policy as outlined in the Study Planner;
- Use allocated in-class time effectively to begin assessment tasks and to receive feedback on drafts;
- Present a draft to teachers for each assignment on/before the draft due date; **(if applicable)**
- Submit assignments on the due date, as outlined by the class teacher;
- If needed, complete an 'Application for Extension' form for assignments prior to the due date. For Units 1 and 2 Curriculum HoDs manage extensions in consultation with HoD Senior Secondary.
- For Units 3 and 4 HoD Senior Secondary will manage extensions in consultation with Curriculum HoDs.
- This form can be downloaded from the school's website;
- Plan ahead for assessment tasks. Excursions, camps, and sporting activities are not legitimate reasons for applying for extensions;
- Year 11 and 12 - Obtain a medical certificate if absent on assessment due date or day of exam or, in the case of extenuating circumstances ensure parents contact the school;

2.3 Parent / Caregivers

- Request a copy of the assessment planner from their student, and assist students with the transfer of information to the semester planner in the Study Planner;
- Encourage students to submit all drafts and final assessment tasks by the due date;
- Inform the appropriate school staff of any difficulties relating to the completion of assessment items and provide documentary evidence where necessary.

3.0 RELATED DOCUMENTS AND POLICY

The school's Assessment Policy has been developed with reference to documents from the Queensland Curriculum and Assessment Authority (QCAA).

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/7-the-assessment-system>

4.0 AARA – ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS - (INCLUDING ILLNESS AND MISADVENTURE)

4.1 Applications for AARA

Ferny Grove State High School is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

Ferny Grove State High School follows the processes as outlined in the QCE and QCIA policy and procedures handbook available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/6-aara>

All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate. Applications must go through one of the following: Guidance Officer, Deputy Principal -Inclusion; HoD Senior Secondary.

4.2 Ineligibility for AARA

Students are **NOT** eligible for AARA on the following grounds:

- unfamiliarity with the English language;
- teacher absence or other teacher-related issues;
- matters that the student could have avoided;
- matters of the student's or parent's/carer's own choosing;
- matters that the school could have avoided.

For further information regarding AARA please contact:

Ms Maree Peppin - Year 11 and 12 Guidance Officer mpepp15@eq.edu.au

Mrs Jane Vanelli – Deputy Principal Inclusion jvane1@eq.edu.au

Mrs Toni Loff - Head of Department Senior Secondary tloff1@eq.edu.au

4.3 Applications for extensions to due dates for unforeseen illness and misadventure

If a student requires an extension they should make contact with the following;

- For Units 1 and 2 Curriculum HoDs manage extensions in consultation with HoD Senior Secondary.
- For Units 3 and 4 HoD Senior Secondary will manage extensions in consultation with Curriculum HoDs.

4.4 Illness and misadventure — internal assessment

A student who is ill and unable to attend school for internal assessment in Units 3 and 4 should inform the **Head of Department - Senior Secondary** as soon as practical. This may be before, during or immediately after the assessment session.

Principal-reported AARA must be implemented to provide opportunities for the student to complete the assessment. Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established.

Where the school has attempted to implement principal-reported AARA, or principal-reported AARA is unable to be implemented due to the illness or event, and therefore the student is unable to provide a response to a summative internal assessment, the school may use evidence gathered by the student's teacher during the assessment preparation time, for example, draft work, to make a judgment about the student's work. This evidence should only be used once other AARA have been exhausted. This evidence should be available for quality assurance processes.

An illness and misadventure application should only be made once all principal-reported AARA have been exhausted. Schools complete the application and provide supporting documentation (see Section 6.5.3: Supporting documentation) <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/6-aara/6.4-reporting-approving>

Where the school is unable to provide any evidence of a student response gathered during the assessment preparation time, and the student is unable to provide a response to a summative internal assessment with AARA, but has completed the required learning as outlined in the relevant syllabus or course, the school or student should complete an application for illness and misadventure provisions.

4.5 Illness and misadventure — external assessment and senior external examinations

The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance to complete an external assessment, they should contact the school external assessment coordinator -Head of Department Senior Secondary <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/10-external-assessment>

4.6 Illness during external assessment

A student who is ill but able to attend the external assessment should inform the external assessment supervisor of their illness as soon as practical. This may be before, during or immediately after the external assessment session.

4.7 Submitting an application for illness and misadventure for external assessment

A submission for illness and misadventure may be made by a student, or by the school on behalf of the student or groups of students. The submission may be made when performance in an external assessment is

affected by an illness or circumstances beyond their control, occurring in the lead up to, or during, the external assessment schedule.

An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.

The QCAA will seek background information and a recommendation from the principal or the principal's delegate, observers and invigilators where relevant, to verify a student's application for illness and misadventure.

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/10-external-assessment>

5.0 ACADEMIC INTEGRITY

5.1 Managing Academic Integrity

Ferny Grove State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

<i>Types of misconduct</i>	<i>Examples</i>
Cheating while under supervised conditions	A student: <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.
Collusion	When: <ul style="list-style-type: none"> • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment.
Contract cheating	A student: <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying work	A student: <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam.
Disclosing or receiving information about an assessment	A student: <ul style="list-style-type: none"> • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials.
Fabricating	A student: <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references.
Impersonation	A student arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. A student completes a response to an assessment in place of another student.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).
Self-plagiarism	A student duplicates work or part of work already submitted as a response to an assessment instrument in the same or any other subject.

For authentication issues

- When authorship of student work cannot be established, or a response is not entirely a student's own work Ferny Grove State High School will require the student to demonstrate that the submitted response is their own work using work saved at checkpoints and drafts.
- Teachers make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work and this should be annotated on the student's response.

Responses to Plagiarism

Students cannot be graded on work that is not their own. If plagiarism is confirmed, the sections of work in question cannot be used to make a judgment about student achievement.

- Where a student is found to have plagiarised significant portions of the task, only the elements of task that are their own original work will be graded.

Further disciplinary consequences may apply.

6.0 EXAMINATION POLICY

6.1 Introduction

Students are notified of exams for each of their subjects through the assessment planners at the beginning of *each unit*. Students are given notice when exams are scheduled, they should avoid all appointments/absences that clash with exam dates. Exam block (a formally constructed exam timetable) will be used for Year 11 and 12. Exam schedules are emailed to all parents and students prior to the exam block. Some exams may sit outside the exam block, students are given notice of this well in advance.

6.2 Students

- Students are to have the correct materials needed to complete the exam;
- Students are to follow the instructions of the exam supervisor without question;
- Communication verbal and non verbal with other students is not permitted;
- Actions which may lead to 'academic misconduct' are not permitted;
- Students are to raise their hand and wait silently if they need assistance;
- No form of personal media/electronic device is to be used;
- If a calculator is required, it must be an approved calculator;
- **Note: Any violation of these conditions may result in the cancellation of the result for that examination.**

6.3 Teachers

To ensure the integrity of the process, teachers must:

- Store electronic and printed copies of examinations and folios securely at all times;
- Keep student profiles current and where possible stored electronically on G drive;
- Return assessment to students for feedback purposes then collect for filing;
- Actively supervise exams;

6.4 Missed Examinations

Teacher Action if a student is away on the date of an exam:

Year 11 – Units 1 and 2

- If a **valid reason** – e.g. communication from parent explaining exceptional circumstance and/or medical certificate, HoD to *negotiate later date for exam*.
- If **no valid reason** – Teacher will contact parent/carer and record in OneSchool in the 'Contact' section of the Student Profile.

NOTE: Failure to sit exam will result in no credit given for that assessment and an N rating. This may have implications for QCE attainment and/or ATAR calculation.

Year 12 – Units 3 and 4

- If a **valid reason** – application for AARA e.g. communication from parent explaining exceptional circumstance and/or medical certificate; HoD SS to *negotiate later date for exam in consultation with Curriculum HoD*.
- If **no valid reason** HoD Senior Secondary will contact parent/carer and record in OneSchool in the 'Contact' section of the Student Profile.

NOTE: Failure to sit exam will result in no credit given for that assessment and an N rating. This may have implications for QCE attainment and/or ATAR calculation.

7.0 ASSIGNMENT POLICY

7.1 Scaffolding

Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:

- maintain the integrity of the requirements of the task or assessment instrument.
- allow for unique student responses and not lead to a predetermined response.

7.2 Checkpoints

Checkpoints will -

- be detailed on student task sheets.
- monitor student progress.
- be used to establish student authorship.

Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment.

Parents and caregivers will be notified by email if checkpoints are not met.

7.3 Providing feedback on Drafts

Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.

Feedback on a draft is:

- provided on a maximum of one draft of each student's response.
- a consultative process that indicates aspects of the response to be improved or further developed.
- delivered in a consistent manner and format for all students.
- provided within one week of a submission of a draft.

Feedback on a draft must not:

- compromise the authenticity of a student response.
- introduce new ideas, language or research to improve the quality and integrity of the student work.
- edit or correct spelling, grammar, punctuation and calculations.
- allocate a mark.

A copy of the feedback will be stored with a hard copy of the draft in the student's folio where possible.

Parents and caregivers will be notified by email about non-submission of drafts and the processes to be followed.

7.4 Meeting Assignment Draft Dates (Where applicable)

Definition: A draft is a preliminary version of a student's response to an assessment. A quality draft is a response that is nearing completion. Drafts can also be used to authenticate student work.

Teachers are to ensure draft dates are clear to students on task sheets and keep a record of submission. Students are to keep a copy of their draft.

Teachers are to:

- Ensure that classroom time is spent on the task so that the teacher is familiar with each student's work in progress and can regularly monitor and discuss aspects of the work with students;
- Ensure that students document specific stages of their work, such as topic choice, listing resources and conducting preliminary research;
- Where possible, file and/or save electronic copies of each student's written work at each given stage of its development, eg. keep copies of drafts. (Submissions Drive)

Teacher Action if students do not meet the Draft Date: (Where applicable)

- If a **valid reason** – e.g. communication from parent explaining exceptional circumstance and/or medical certificate – *arrange a new draft date in consultation with HoD*
- If **no valid reason** – Parent contact either via phone or email and record in *One School > Student Profile > Contact*.

7.5 Managing Response Length

Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.

- All assessment instruments indicate the required length of the response.
- Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.
- Model responses within the required length are available.
- Feedback about length is provided by teachers at checkpoints.

After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will:

- mark only the work up to the required length, excluding evidence over the prescribed limit

And, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.

7.6 Determining word length of a response

Response requirements are expressed in syllabuses as a word length, duration of time, or page count and vary according to the technique and response type such as written, spoken/signed and multimodal or performance responses.

Elements to be included in or excluded from the word length or page count of a written response are provided in the following table.

	Word length	Page count
Inclusions	<ul style="list-style-type: none"> • all words in the text of the response • title, headings and subheadings • tables, figures, maps and diagrams containing information other than raw or processed data • quotations • footnotes and endnotes (unless used for bibliographical purposes) 	<ul style="list-style-type: none"> • all pages that are used as evidence when marking a response
Exclusions	<ul style="list-style-type: none"> • title pages • contents pages • abstract • raw or processed data in tables, figures and diagrams • bibliography • reference list • appendixes* • page numbers • in-text citations 	<ul style="list-style-type: none"> • title pages • contents pages • abstract • bibliography • reference list • appendixes*
<p>* Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.</p>		

7.7 Authenticating student responses

Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.

Ferny Grove State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.

In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.

7.8 Late and Non-Submission

Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.

The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.

In circumstances where students are enrolled in a subject but do not submit a final response to an assessment instrument (other than unseen examinations) and where evidence of student work:

- provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this
-
- was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published by the QCAA
-

Years 11 & 12 - If credit is not given for the unit, students and parents are advised that this could affect:

- QCE eligibility
- The recording of the subject on the Senior Statement
- ATAR eligibility

In circumstances where a student response is judged as NR, the student will not meet the requirements for that Unit.

Teacher Action if assignment is submitted on time:

- Assess and provide feedback within a reasonable timeframe.

Teacher Action if students do not meet Submission Dates:

Assignment submitted late/not submitted

- If extension granted by HoD** (*See Request for an extension*), assignment will be assessed as usual if submitted at extended date.
- If no extension granted**, assignment result will be based on work sighted on or before the due date. (eg annotated notes on student profile).

Assignment Not Submitted:

- Parent contact via phone or email and record contact on *OneSchool > Student Profile > Contact*. For students in **Years 11&12**, when contact is recorded also refer contact to the HoD Senior Secondary and Curriculum area HoD.
- If draft submitted or progress has been sighted, use this evidence to award standard.

7.8.1 Request for an extension

An extension will only be granted in cases of genuine illness or exceptional circumstances. An application for extension form must be handed to the Head of Department **BEFORE** the due date. The application must be supported by appropriate documentary evidence – a medical certificate, note from parents with legitimate reason etc.

Students are expected to plan ahead for assessment tasks. Excursions, camps, sporting activities etc are not legitimate reasons for applying for extensions.

7.8.2 Submission of assignments

Assignments are due the date specified on the assessment task sheet and in accordance with the procedures and time specified on the task sheet. NB: Assignment deadlines may vary from subject to subject and as such, it is imperative that students carefully check the requirements on the task sheet and adhere to its requirements. Any assessment that is submitted after the due date will be managed as a Non Submission (see 7.8 – Late and Non Submission). While assignments are commonly submitted during class time, the absolute final submission is 11:59pm on the due date, unless specified otherwise.

If a student submits an assignment that is not in class time, it is the student's responsibility to print out a copy of the email as well as the assignment and submit these to the class teacher the following day. If there is no documentation provided indicating that the assignment has been submitted, it will be managed as a Non-Submission.

7.8.3 Students absent on the assessment task due date

If students are aware they will be absent on the due date, the assessment task must be handed in **prior** to this day.

When a student is absent from school on the day an assignment is due, they may submit assignments by electronic means if appropriate. However, they must still present an identical hard copy to their teacher with appropriate documentation (task sheet, draft to prove authorship etc) on their return to school.

If students cannot arrange for it to be delivered to their classroom teacher, they must make contact with the relevant teacher / HoD on the due date and present their assignment to the class teacher at the beginning of the first day they return to school together with the appropriate documentation.

(Years 11 & 12 - Medical certificate or in extenuating circumstances parental contact with the school; Years 6 -10 note from parent with valid reason).

8.0 SUBMITTING, COLLECTING AND STORING ASSESSMENT INFORMATION

Assessment instruments will provide information about Ferny Grove State High Schools arrangements for submission of draft and final responses, including due dates, conditions and file types.

All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via the school's academic integrity software.

Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored as described in Ferny Grove State High School Senior Secondary Handbook.

Assignments – Years 11 – 12

Checkpoints / Draft Date

(Where applicable)

Draft/Progress - Draft Dates met

- Checkpoints
- Provide feedback to students
- Record evidence of draft

Draft/Progress – Draft Dates not met

Valid Reason

- New draft date arranged

No Valid Reason

- Phone or e-mail parent / guardian, record contact in One School as appropriate

Due Date

Assignment Submitted on Time

- Assess and provide feedback within a reasonable timeframe

Assignment submitted late

- If **extension granted**, assignment will be assessed as usual if submitted by agreed extended date.
- If **no extension granted**, assignment will be commented on and result will be based on work sighted on or before the due date.
- Contact parents and record contact in OneSchool.

Assignment Not Submitted

- Parent Contact either via phone or email and record contact on *OneSchool* > Student Profile > Contact. (For Years 11 and 12 refer contact to HOD Senior Secondary as well as Curriculum HOD)
- If draft submitted or progress has been sighted, use this evidence to award a standard.

Years 11-12 Exams

Absence

If Valid Reason:

For Units 1 & 2

- Medical Certificate OR
- Communication from parent explaining illness and misadventure.

For Units 3 & 4

- Medical Certificate/ AARA Application

Then Classroom Teacher to work with HoD Senior Secondary to:

- Negotiate later date for exam.
- Assessment graded normally.

If No Valid Reason, teacher to:

For Units 1 & 2

- Contact parent via phone or email
- Record contact on *OneSchool*
OneSchool > Student Profile > Contact.

For Units 3 & 4

- HoD Senior Secondary to make contact with Parents

NOTE: Student and parent should be informed that no credit given for that assessment and possible N



9.0 SUPPORTING DOCUMENTS

FERNY GROVE STATE HIGH SCHOOL STUDENT REQUEST FOR EXTENSION

MUST BE COMPLETED AND HANDED TO HEAD OF DEPARTMENT BEFORE DUE DATE

SECTION A - STUDENT TO COMPLETE

Student's Name:	Form Class:
Teacher:	Subject:
Due Date:	Requested Due Date:
Reason for Extension <i>(Please provide supporting evidence eg Medical Certificate, note from parents)</i>	

Parent Signature _____	Date: _____

SECTION B - TEACHER TO COMPLETE

Teacher Comments

Teacher Signature _____ Date: _____

SECTION C - HEAD OF DEPARTMENT TO COMPLETE

Request supported Y / N please circle New Due Date: _____

STUDENT IS TO SUBMIT THIS FORM TO HEAD OF DEPARTMENT

Guidelines for use of this form:

- It is the student's responsibility to have this form completed prior to the due date along with evidence of work completed to date.
- Students can obtain this form from school website.
- Completion of this form does not constitute a guaranteed extension approval;
- A separate form must be completed for each assessment piece.
